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ABSTRACT

This document is the 1994 manual for the Iowa Summer Library Program. The 1994 theme will take children and librarians on adventures and journeys featuring the following themes and subtopics: shoes, feet, socks, giants and giant steps, nature trails, dancing, movement, travel and vacation trips, and fairy tale adventures, especially those that feature shoes, feet, and journeys. This manual is provided by the State Library of Iowa to Iowan public libraries. The manual consists of the following sections: (1) planning, which includes a planning timetable and program planning guide; (2) publicity, promotion, and reading incentives, which contains ideas for promoting the program; (3) displays and bulletin boards, which contains ideas for decorations; (4) programs, which provides sample programs with suggested levels from preschool through young adult programming; (5) crafts; (6) games and movement activities; (7) activity pages; (8) bibliography; (9) clip art; and (10) evaluation. (JLB)

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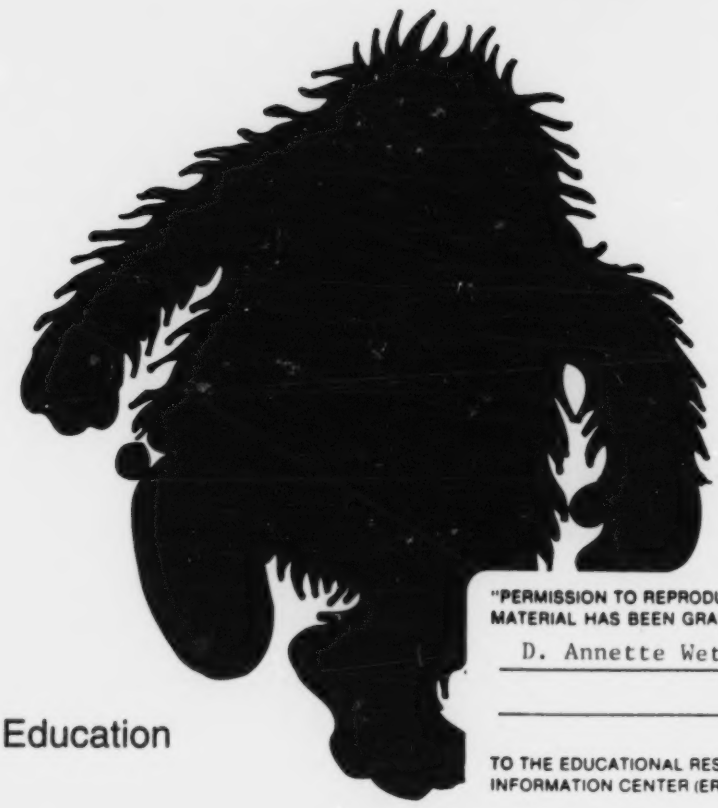
THE 1994 IOWA SUMMER LIBRARY PROGRAM

FOOTLOOSE



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FOOTLOOSE

THE 1994 IOWA SUMMER LIBRARY PROGRAM

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INTRODUCTION TO FOOTLOOSE

Welcome to Footloose! The 1994 Summer Library Program theme will take children and librarians on adventures and journeys featuring the following themes and subtopics: shoes, feet, socks, giants and giant steps, nature trails, dancing, movement, travel and vacation trips, fairytale adventures, especially those that feature shoes, feet, and journeys. Certainly, the overall theme is so broad that the scope may not necessarily be limited to the list above. For example, mystery and detective trails may be explored, but only some of those materials have been included in this manual since that theme is large enough for an entire summer. Those libraries who may wish to focus on the mystery subtheme might refer to the State Library of Iowa's 1981 Summer Program "Take the Mystery Out of Your Public Library."

The term "Summer Library Program" reflects a comprehensive approach to the summer program. Reading is an important component, but libraries offer programs that may or may not be literature based. Children come to the library for information and for materials in a variety of formats. Participants in library programs include children who are readers and children who are not yet reading on their own. Thus, the term "Summer Library Program" is more descriptive than prescriptive of what library services and summer programs have become.

The Footloose Summer Program sponsored by the State Library of Iowa includes a core package of materials. This core includes a manual, two posters, 100 certificates, and 200 bookmarks. These items are supplied at no cost to Iowa libraries. Additional items may be purchased at a nominal charge to cover printing costs. This manual was compiled by an advisory committee under the coordination of Jan Irving, Children's Consultant, State Library of Iowa, and edited by the State Library's Publication Committee. Susie Kropa of Mt. Pleasant is Project Artist for the manual and for the promotional art.

In addition to providing the printed materials, the State Library is sponsoring planning workshops that have been listed in Check Your Opportunities! Continuing Education Catalog published by the State Library. Registration forms for the planning workshops will be mailed after the first of the year. Please note an error in the Check Your Opportunities listing for the Ames Workshop. The correct date should be March 7, 1994.

"Planning 1994 Summer Library Program" workshops will be held from 9:30 a.m. - 12:30 p.m. at the following locations:

March 1, 1994	Alta Community Center
March 2, 1994	Harlan Public Library
March 7, 1994	Ames Public Library
March 9, 1994	Clarksville Public Library
March 11, 1994	Coralville Public Library

Please note that this manual includes the following sections: Planning; Publicity, Promotion, and Reading Incentives; Displays and Bulletin Boards; Programs; Crafts; Games and Movement Activities; Activity Pages; Resources; Bibliography; Clip Art; and Evaluation. New features include planning calendars in the Planning Section, a special Young Adult Programming section under the Program Section, specific games described in the Games Section, and extra pages of Clip Art.

Please take time to complete the evaluation form at the end of the manual. Your evaluation is important to the success of future programs sponsored by the State Library.

PLANNING

Planning

The key to a successful Summer Library Program is planning. Taking the time to plan results in more money, resources and time - things that are always in short supply in libraries!

The Summer Library Program should be a permanent library service, thought about, talked about and planned all year long. And, just as with any library service, the reasons for a Summer Library Program should be consistent with the mission of the Library.

Setting goals and objectives for this Summer Library Program is the first step in planning. Stating why you do special programming in the summer will make further planning easier. Having clear goals and objectives will also help justify the program to the community.

Goals are broad, general statements. A goal might come from answering the question, "Why do we have a Summer Library Program?" or "What do we hope to accomplish by providing a Summer Library Program?"

Some examples of goals are:

1. To encourage children to read.
2. To generate enthusiasm for books and the idea that reading is fun.
3. To help children become comfortable in the library and with library materials.
4. To help retain or improve a child's reading skills over the summer.
5. To reach new users.
6. To improve circulation.
7. To provide summer activities for the children in the community.

Objectives are more specific statements and are measurable. Some examples are:

1. Increase circulation of children's materials by 5% in the summer months.
2. Obtain 10 new registrations for library cards by August 31.
3. Increase attendance at programs by 25% in June, July and August.

Some other things to keep in mind about planning are:

- Keep the goals positive.
- Find people to help. Not everyone is comfortable working with children, but everyone is good at something, and working with others puts everyone at ease.
- Library programs can accommodate all age groups. Very young children and children not yet reading on their own like to be included in some way. Although most libraries target ages 3-12, age limits are not recommended. Many libraries are adding a component for young adults and toddlers. Programming for adults may also be included.

Planning Timetable

Each library's Summer Library Program is different. Some libraries plan structured programs and some libraries' programs are more informal. Here is a planning timetable and some samples of program planning forms.

Fall and Early Winter

- State Library publishes themes. Begin collection ideas, books and items that correspond.
- Order materials from the State Library.
- As budget is being prepared, allocate money for Summer Library Program to cover supplies, staff and special guests.
- Meet with librarians from the county to begin planning cooperative programs. Ask County Board of Supervisors for special Summer Library Programming funds.
- Set goals for Summer Library Program.
- Receive manual from State Library.
- Assess book and media collections. Order additional books and other media you will need.

February

- Set dates for Summer Library Program. Decide on the frequency of programming. Determine how many programs need to be planned.
- Order AV from the State Library.
- Work with other city departments to coordinate the program. Conflicts in scheduling and duplication of activities are avoided by working with the Parks and Recreation Department.
- Begin planning how to promote the program. See the manual for ideas.
- Continue working with area libraries to plan special events.

March

- Contact performers or guest speakers. Place want-ads in the local paper or use the resource list in this manual.
- Make arrangements with other people resources - parents, other staff members, senior citizens, teens and other volunteers.

April

- Schedule school visits to promote the summer library program. Talk to the principals and the teachers. Leave a sign up sheet in the teachers' lounge or plan to talk at the end-of-year school assembly.

- Produce flyers, calendars, posters to publicize the program.
- Schedule staff vacations so there will be enough help when the program schedule is the busiest.
- Plan staff orientation to the summer library program. Programs are more successful if staff are informed.
- See if the library program can be included in publicity of local Parks and Recreation Department.
- Schedule Summer Library Program registration.
- Decide on weekly themes.
- Order books from vendors for the library collection and for programs to coordinate with the theme.
- Write up programs, choosing books, crafts, activities and media that fit the theme. Use the manual for ideas. Use the planning forms and Program Planning guide included in this section of the manual.

May

- Purchase supplies.
- Visit the schools: classrooms or groups or all-school assemblies. Distribute flyers, bookmarks or other promotional material. See the manual for ideas. Some teachers send an end-of-year packet home with each child. Ask if a library insert can be included.
- Check with special speakers and guests confirming dates and times.
- Register the participants.
- Tie up any remaining loose ends.

June, July, August

- Summer library program begins and continues.
- Remember to evaluate programs. Keep good statistics on attendance and circulation.

Program Planning Guide

This guide is arranged by age group and by kinds of program activities. Age appropriate activities are suggested for various age groups with a literature based program model in mind. Literature-based programs usually are planned around a theme with picture books and/or longer books read aloud to children.

Since many schools are supplementing basal readers with books and whole language activities, public librarians can facilitate this effort to encourage children to read and use language in more active, participatory ways. The term "whole language" describes an integration of reading, writing, speaking, and listening skills by exposing children to a variety of language and literature opportunities. By using participatory storytelling and inviting children to perform readers' theatre, librarians are assisting teachers and school media specialists who use whole language methods in schools. See Kenneth Goodman's What's Whole in Whole Language? (Heinemann, 1986) for background about whole language. Goodman's work is well respected, brief, and readable.

This program planning guide is certainly not comprehensive or prescriptive. Nor is it the only way to plan a summer program. It may be used to plan programs throughout the year. A guide is a plan to be used as the individual library and staff wishes. Size of library, staff interests, and preferences will determine the kinds of activities chosen as well as the goals set for the program.

I. Programming by Age Groups
   A. Infant/Toddler (Birth to 2½ years) Suggested Activities:
      1. Rhymes, songs
      2. Very short, simple picture books
   B. Preschool (3 to 5 years) Suggested Activities:
      1. Introductory activity or beginning ritual
      2. Picture books--3 to 5 depending on length of books and program duration
      3. Storytelling with props (puppets, flannelboard), participatory stories, traditional storytelling
      4. Fingerplays, songs, chants, action rhymes
      5. Extension activities: simple game or craft
      6. Wrap up or culminating activities (instructions for checking out books, preview of coming events)
   C. Early Elementary (K to Grade 2) Suggested Activities:
      1. Introductory activity
      2. Picture books - 4 or 5, can be longer than books for preschool age
      3. Storytelling with props, participation, or traditional storytelling
      4. Action rhymes, songs
      5. Extension activities: games, crafts, cooking, etc.
      6. Wrap up (see above)

D. Upper Elementary (Grades 3 to 6) Suggested Activities:
   1. Introductory activity
   2. Read aloud books (portions of longer books as well as picture books for older children)
   3. Booktalks
   4. Several activities (readers' theatre, choral reading, etc.)
   5. Extension activities: more complex crafts, games, etc.
   6. Wrap up (see above)

E. Young Adult Programming (Grades 6 or 7 and up)
   Note: Since young adult programming differs from children's programming it is difficult to suggest one format. See the Young Adult Programming under the Program section of this manual for some examples.

II. Programming by Kinds of Activities
   A. Storytimes
   B. Book discussions
   C. Book talks
   D. Workshops (writing, crafts, etc.)
   E. Speakers, performers, puppet shows, etc.
   F. Film programs
   G. Tours
   H. Theatrical productions, skits, readers' theatre
   I. Crafts fairs
   J. Parties, fairs, games days
   K. Miscellaneous

Planning Forms and Calendar

The following pages contain several sample planning forms for the library staff and a calendar to distribute to the public. Program Planning Form 1 is designed to be used in planning an individual program on a theme of the week. For example, under the summer theme "Footloose," the theme of the week might be "Shoes" and the individual program would be a program on shoes for preschool age children. Books selected for the program would be listed by author and title. Sources for activities and crafts would be listed along with appropriate page numbers. For each program of the summer, the librarian would fill out a separate planning form and keep these in a looseleaf notebook. Separate pages with pockets could be inserted in the notebook to keep clippings and miscellaneous program ideas. In the evaluation selection of this form, the librarian would note the number of children attending, positive and negative comments from program participants as well as from staff.

Program Planning Form 2 is a more generic form but could also be used for a thematic program. The librarian would also copy this form for each individual program of the summer. The forms could be kept in a looseleaf notebook along with the summer manual or in individual file folders.

The calendars in this section are samples that individual libraries can fill out with activities for their own programs and then distribute to the public.

Program Planning Form 1

THEME: _____

BOOKS	ACTIVITIES Games, Songs, Finger plays, etc.	CRAFTS

27 reduction
3 by 5 kids with glue
copy

EVALUATION:

Program Planning Form 2
Program Planning and Evaluation Form

Date and Time:
Staff and Volunteers:
Outside Speaker & Info:

Title of Program:

Age of Audience:

Program Description:

Sources (Books, media, display items):

Supplies needed:

Room arrangement:

Program attendance:

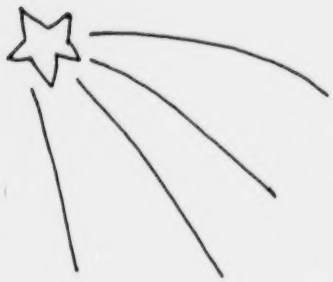
Additional comments (evaluation):

June 1994

FOOTLOOSE

Sun	Mon	Tues	Wed	Thur	Fri	Sat
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

1994 SUMMER LIBRARY PROGRAM



July 1994

FOOTLOOSE

Sun	Mon	Tues	Wed	Thur	Fri	Sat
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24 31	25	26	27	28	29	30

1994 SUMMER LIBRARY PROGRAM

August 1994

FOOTLOOSE

Sun	Mon	Tues	Wed	Thur	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
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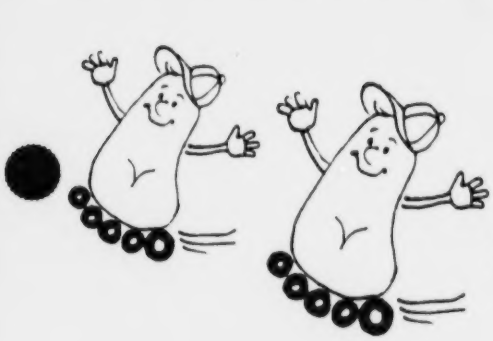
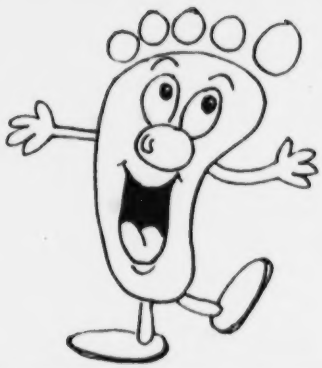
1994 SUMMER LIBRARY PROGRAM



June 1994

FOOTLOOSE



Sun	Mon	Tues	Wed	Thur	Fri	Sat
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26	27	28	29	30		

1994 SUMMER LIBRARY PROGRAM

July 1994

FOOTLOOSE

Sun	Mon	Tues	Wed	Thur	Fri	Sat
					1	2
3	4	5	6	7	8	9
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17	18	19	20	21	22	23
24 31	25	26	27	28	29	30

1994 SUMMER LIBRARY PROGRAM

August 1994

FOOTLOOSE

Sun	Mon	Tues	Wed	Thur	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
18	29	30	31			

1994 SUMMER LIBRARY PROGRAM

PUBLICITY, PROMOTION, AND READING INCENTIVES

Publicity, Promotion, and Reading Incentives

To ensure good attendance at summer programs, the public must be aware of what the library is doing. Publicity and promotion are basic to the planning process. The State Library has provided posters with room to add local information.

This section of the manual includes suggested reading incentives and tips for parents, two promotional skits, a words and phrases list, a sample press release, a public service announcement, sample badges for staff and volunteers to wear, and two reading logs.

Attractive displays in the library, in local businesses and schools also promote the program. Refer to the Displays and Bulletin Boards section for ideas in this area. Perhaps local shoe stores, sporting goods stores or travel agents would let the library set up displays since the "Footloose" theme has natural associations with shoes, movement, and taking journeys. Refer to the word list for phrases to use in promotion.

Since clip art adds to any publicity and promotional items the library produces, this manual has included extra pages in the Clip Art section.

Informing the entire library staff about programs and activities planned for the summer, as well as informing the general public, will help promote the summer program and guarantee its success.

Reading Incentives

Reading incentives and promoting the library summer program go hand in hand. Certainly publicity and promotion, attractive displays and bibliographies are all needed to promote the goal of getting kids to read.

Consult the bibliography of this manual to plan programs, create bookmarks, and to look for items for book displays.

Ways to promote the reading component of the summer program include:

- Booktalks: Informally with kids as the librarian suggests titles to individuals or formally as part of a program.
- Displays: Change these often to keep kids interested in a wide variety of titles. Bookstores do this to promote their fare; so can libraries.
- Reading Contracts: Allow children to set individual reading goals rather than reading large quantities of books in competition. The advantage of this approach is that it encourages more readers instead of just the most gifted readers. This can be combined with other approaches such as giving children credit for library visits and projects in order to receive prizes.

- Reading Logs: See the reading log in this section of the manual. These can be used in many different ways but are most generally distributed for children to record titles of books read during the summer. Printing them on eye-catching colors of paper is a good reading incentive and public relations tool for the library.
- Read aloud, read-to-me, and all kinds of book-related programs are ways to encourage reading throughout the summer. See parent tips below to encourage children to read. These ideas can be copied as a handout for parent programs, to share with teachers and parents during conference time, or to simply distribute in the library during summer program registration.

How Parents Can Help Their Children Read

1. Be a model for children. Let them see you reading.
2. Keep books everywhere. Make the home a rich print source.
3. Put labels on objects around the house so younger children just beginning to read can associate the written word for an object.
4. Leave notes for children around the house and provide little note pads to encourage children to leave notes to you.
5. Get a library card for everyone in the house. Use it!
6. Talk about books you are reading in the family. Ask children questions about what they are reading.
7. Read books aloud together. Even when older children are able to read on their own, they still like and need to be read to.
8. Read books that have movie and television associations. This is especially important for reluctant readers.
9. Try not to criticize the book choices children make since keeping kids reading is difficult enough to do these days. Research tells us that even gifted people grew up on some junk books.
10. Leave time for reading during the day. The Drop Everything and Read habit is a good one for families to adopt so everyone in the household sets aside a time during the week or day to read for a short period of time.

Basic Footloose Promotional Skit
With Suggested Variations

In preparation for this skit, fill a suitcase with the following assorted props: shoes such as clown shoes, big shoes, baby shoes, holey tennis shoes, tap or ballet shoes, socks, travel books, biographies, plaster cast of an animal track, a giant shoe or large beanstalk. In order to guarantee success, have several people clued in ahead of time what kind of responses that will be needed at crucial points in the skit. Try a brief run through with these people before the skit is given in front of an audience.

The librarian can be as creative as possible with dress. One possibility is to dress like a nerdy person or someone silly since the character in this skit seems confused. Another idea would be to wear outlandish shoes since the theme is "Footloose."

Librarian: Hi! My name is Ferdy (Goober, Dorcus, or use your own name). And I was told to come here to tell you about the summer library program at _____ Library. I have this bag, but no one told me what to do. Maybe this bag has a clue inside. Does anyone have a suggestion?

Kids (with prompting) Open the bag!

Librarian: Hmm? Open the bag, you say?
O.K. Let's see what's inside.
(Pull out various funny shoes.)
Shoes? Hmm. Wonder if these have anything to do with the summer program?
Anyone have any ideas?

Kids: (Will probably make several guesses to which the librarian responds...)

Librarian: Well, let's look again!
(Pulls out ballet slippers, tap shoes or dance music)
Hmm! Dance shoes? Music? Maybe the summer program has something to do with dance!

(Pulls out cast of animal tracks.)

Now, I'm really confused. Does anybody have any ideas what kind of track we're on? What do animal tracks have to do with the summer program? (Solicits responses from kids.)

Kids: (Will probably make several guesses.)

Librarian: (Pulling biographies out of bag) Now look what we've got! Any ideas? What do biographies have to do with the summer program?

Kids: (Will probably make several guesses)

Librarian: (Pulling out beanstalk or giant shoes) What do we have here? What is this stuff? Does this stuff remind anybody of giants? What do giants have to do with the summer program?

Kids: (Will probably make several guesses.)

Librarian: Wait a minute! Here's something else that may give us a clue. It's a note!
(Pulls out a big envelope, opens it, and reads the following message:)

Dear Ferdy (or whatever name you've given yourself), I hope you opened this envelope first because it explains all the stuff in the bag. The 1994 Summer Library Program theme in Iowa libraries is called "Footloose." Footloose will show you dances and animal tracks and nature trails. Footloose will tell you about famous people. You can walk in their shoes. Footloose will let you take giant steps.

Footloose will be an exciting summer of games, stories, crafts, movies and contests. It's all happening at _____ Library. Come sign up on _____.

Thanks for all your help in telling the kids to come!

Signed, The Librarian

Librarian: And thanks to all of you for your ideas. Hey! All those clues make sense now. Shoes! (Hold up some of the shoes) Dance! (Hold up dance shoes.) Animal tracks! (Hold up animal track cast.) Giants! (Hold up giant shoe or beanstalk) Footloose sounds really neat. Make tracks to the library this summer for Footloose! It will knock your socks off!

Variation: The Gumshoe

The term "gumshoe" is slang for a detective, and the expression "gumshoeing" means to sneak or go about quietly as a detective might move.

For this skit put the above mentioned props in a briefcase that is labelled "S.L.P." Dress as a spy in a trenchcoat, fedora, and sunglasses.

The opening dialogue might begin:

Gumshoe: I'm Agent 53. My chief just handed me this official spy case, but failed to tell me what to do. Don't tell anyone but I'm new at this spy business so I need your help. What should I do with this?

Audience: (with prompting) Open the case.

Gumshoe: Open the case, you say?
(Pulls out shoe.) Hmm, what does this have to do with the letters S.L.P.? Let's keep looking.

(Skit proceeds much as the first one with Gumshoe pulling articles out of case and asking the audience what they have to do with the S.L.P.) At the end, the detective pulls a message that reads:

"Agent 53, if you've found this note, you are well on your way to becoming a secret agent. These clues in case you haven't guessed are props for the 1994 Iowa Summer Library Program "Footloose." Go to _____ Library on _____ for a summer of fun.

Warning: This message will self destruct in ten seconds. Get going to your library! Get Footloose!"

Ten seconds! Yipes! I've got to get out of here.
(To audience) Hey, don't you forget to make tracks to the library!

(Agent 53 runs off stage. Audience hears a dramatic crash created by an off stage sound effect of two trash can lids banged together. Agent 53 screams.)

Words and Phrases to Use in Promoting the Program

Put Your Best Foot Forward
Knock Your Socks Off!
If the Shoe Fits, Wear It!
A Shoe-In
Fill Your Shoes
In Their Footsteps
Walk in Their Shoes
Footnotes
A Spring in Your Step
Hot Foot
Foot Fall
Cold Feet
Happy Feet
Giant Step
Get In Line For
Leap Into Books
Tip Toe
Sneakers
Books to Go
Books Take You Places Your Feet Can't Go
Journey Into ....
Stinky Feet
From Head to Toe
One, Two, Buckle My Shoe
Don't Be a Heel
One Step at a Time
One Foot in Front of the Other
These Books are made for walking
Flip Over
Footsteps
Footprints
Make Tracks
Sock It to Me
Take a Hike
March to the Beat
Fancy Feet
Moving and Grooving
Jump in Feet First
Put Your Foot in Your Mouth
Running Wild
Off and Running

Press Release

Use your library's letterhead stationery and make the body of the press release double or triple spaced for the convenience of the editor. This news release will serve as an example.

Your Public Library
Your Address
Your City and State

NEWS RELEASE

Contact: Your Name
Daytime Phone Number

Date:

Do your feet want to move, but they don't know where to go this summer? Get them to run, walk, leap, jump, gallop, or skip to (your local library) to get "Footloose"! That's the theme of the 1994 Summer Library Program, and will feature storytimes, craft programs, (add specifics about your programs here).

"Footloose" will feature a take home reading program, and a take home read to me program, as well, with activities to complete individually, and prizes for completion of these activities.

"Footloose" begins on _____and ends _____. To register, follow the footprints from the front door of the library to the sign up area or call the library at (_____).

(Please note that the clip art in this manual will add interest to the news release. Send some samples along with this news release.

Public Service Announcement
Radio Spot

Listeners can only comprehend so much information in a few seconds, so the message should be clear and concise.

The basic guidelines for words per second will serve as a guide in preparing announcements:

10 seconds = 25 words
20 seconds = 37 words
30 seconds = 75 words
60 seconds = 150 words

Practice reading announcements aloud and then tape it. Play it back until it sounds effective.

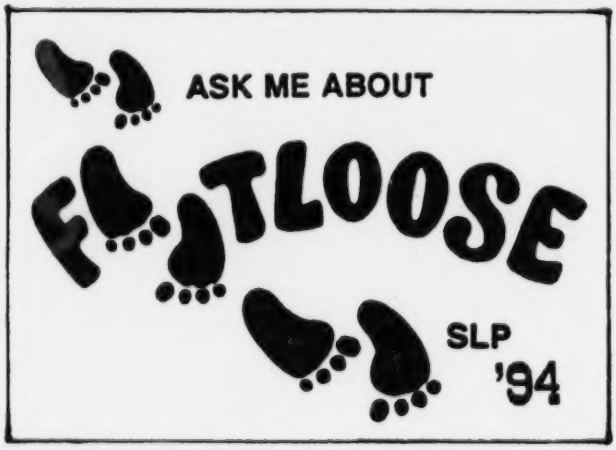
This is a sample announcement.

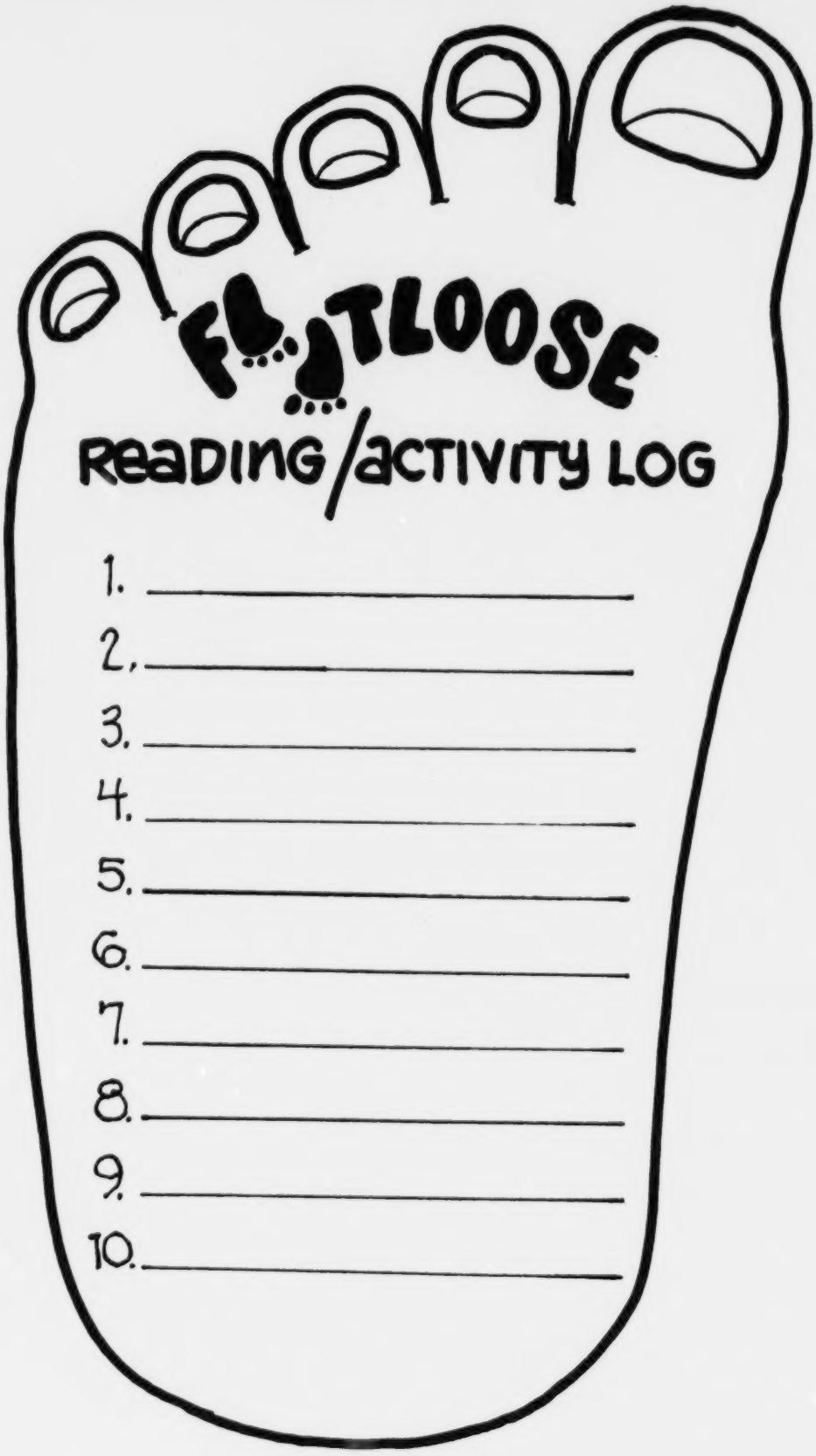
Are your feet getting bored? Do they want to travel, but don't have any idea where to go? Do you feel like hopping, skipping, running, and leaping for no apparent reason?

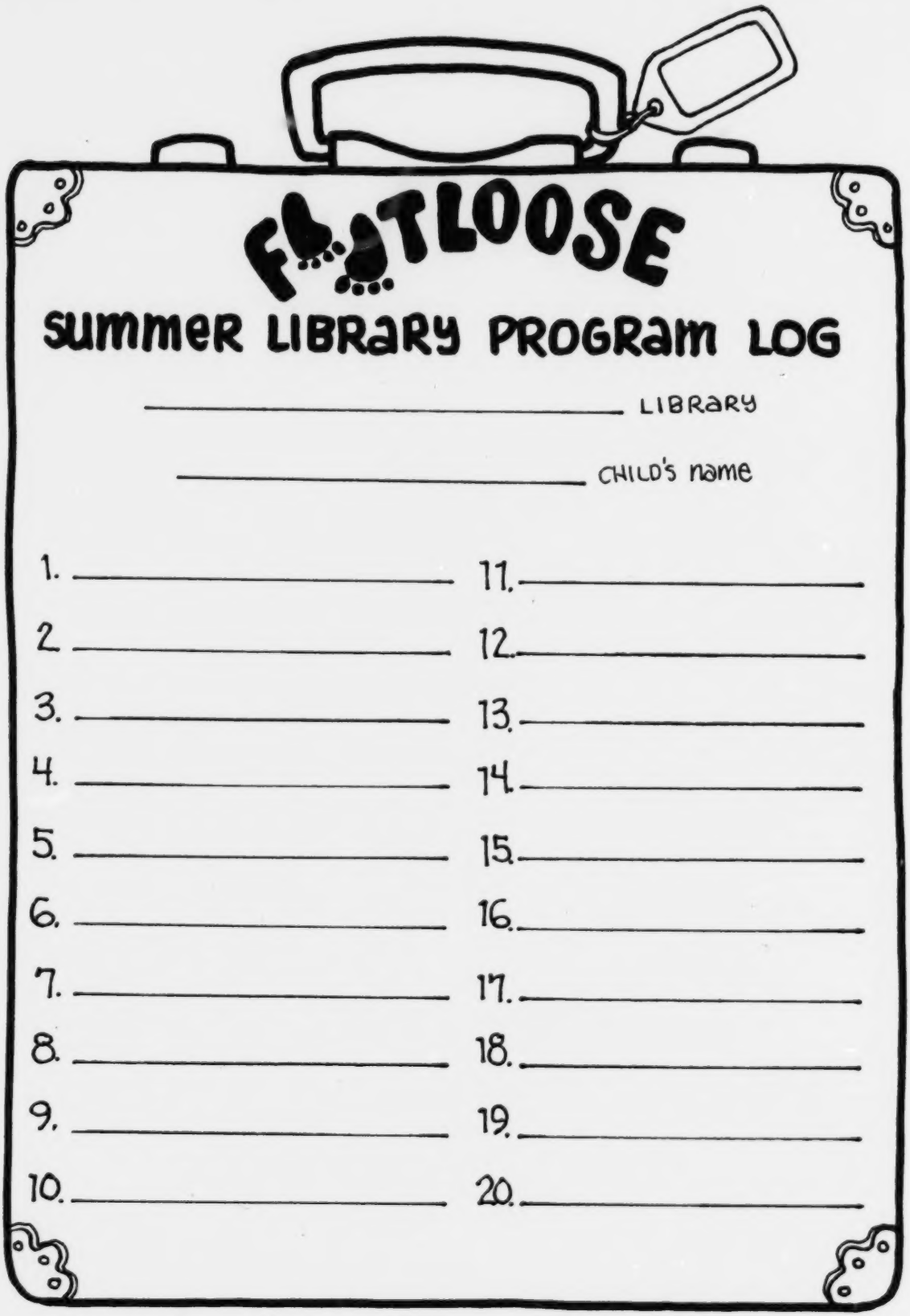
Then travel to (your library here) this summer for the "Footloose" Summer Library Program to join all the other feet in town that feel the same way!

Call the library at _____ for more information, and get Footloose!

I'M
FOOTLOOSE


ASK ME ABOUT
FOOTLOOSE
SLP
'94


FOOTLOOSE
READING/ACTIVITY LOG
1.
2.
3.
4.
5.
6.
7.
8.
9.
10.


FOOTLOOSE
SUMMER LIBRARY PROGRAM LOG
_____ LIBRARY
_____ CHILD'S name
1. _____ 11. _____
2. _____ 12. _____
3. _____ 13. _____
4. _____ 14. _____
5. _____ 15. _____
6. _____ 16. _____
7. _____ 17. _____
8. _____ 18. _____
9. _____ 19. _____
10. _____ 20. _____

DISPLAYS AND BULLETIN BOARDS

Displays and Bulletin Boards

Room displays and bulletin boards can be as simple as making a trail of footprints or animal tracks around the library walls and floors or as elaborate as some of the other ideas in this section. The Bigfoot logo creature and foot shown in this manual can be enlarged on a photocopier or on an overhead for wall decorations. Mount the enlarged creature or foot on posterboard and hang from the ceiling for a mobile.

One appealing feature of this theme is that shoes and footprints have wide age appeal. Younger children are intrigued by footprints, and older kids relate to the "Footloose" theme in terms of popular dances and movement.

The crafts in the Crafts section of this manual can be used for display items especially the sock puppets and shoebox dioramas. Plan now to collect crazy socks and shoeboxes to use for displays and for projects throughout the summer. Hang an assortment of crazy socks from the ceiling for another simple room decoration. A sign reading "Sock It To Me! I'm Footloose at the Library This Summer" could be added. Ask shoe stores for extra shoe boxes for displays and dig into closets for old shoes for some of the following display ideas.

Sock Mates

Fill a laundry basket with socks and ask kids to match like colors into pairs.

Shoes of the Stars

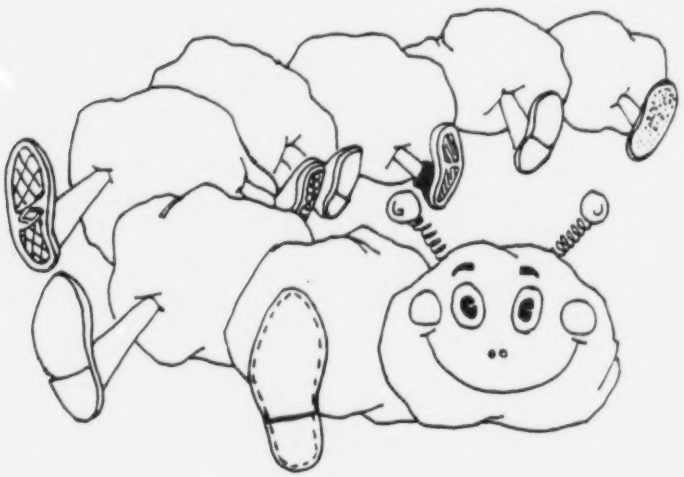
Decorate old shoes with stars or decorate old shoes as if they might belong to famous people either fictional book characters or real people. Some examples might be pumps decorated with red sequins for Dorothy's ruby slippers from The Wizard of Oz, very large lumberjack boots for Paul Bunyan, tall boots painted gold for "Puss in Boots," small elf shoes for the elves in "The Elves and the Shoemaker."

Footloose Around the World

Display shoes from various cultures such as wooden shoes, clogs, moccasins. Find magazine pictures or drawings of costumes or clothing worn with the shoes. Add book jackets from multicultural books or posters from different cultures.

Giant Footloose Caterpillar

Stuff eight large trash bags with newspaper. Tape or glue together in a long line. Wrap fourteen paper towel tubes in aluminum foil and tape these to the sides of the bags to resemble legs. Put seven pairs of shoes on the free end of the tubes. Add construction paper eyes and mouth to the caterpillar and add a sign reading "I'm Footloose." See illustration below.



Shoe Tree or Shoe Lace Tree

Hang shoes from an old tree branch that has been stuck in a bucket of sand. Add a sign reading "String Along with Your Library! It's a Shoe In."

Follow in Their Footsteps! Sign Up For Footloose!

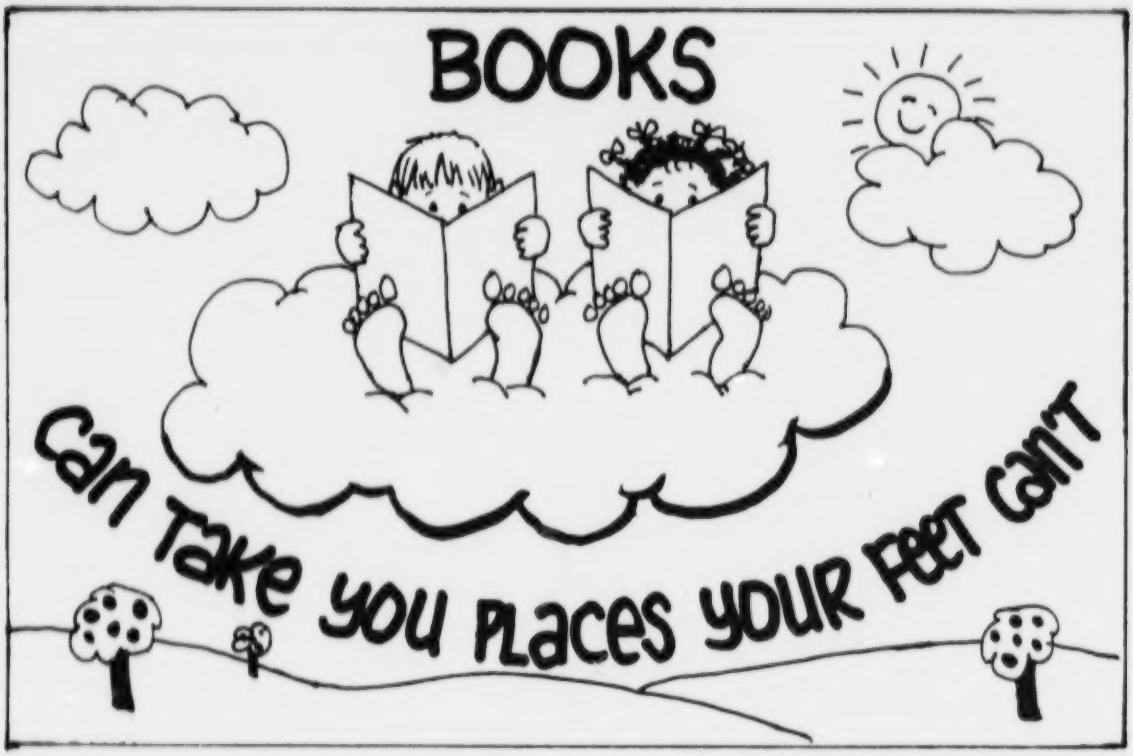
With yarn or paper strips create the outline of a giant shoe box shape on a wall. Or make a giant sized shoe box shape from brown wrapping paper to cover the wall surface. Provide small shoe shapes for each program participant to sign with names and tape these to the giant shoe box.

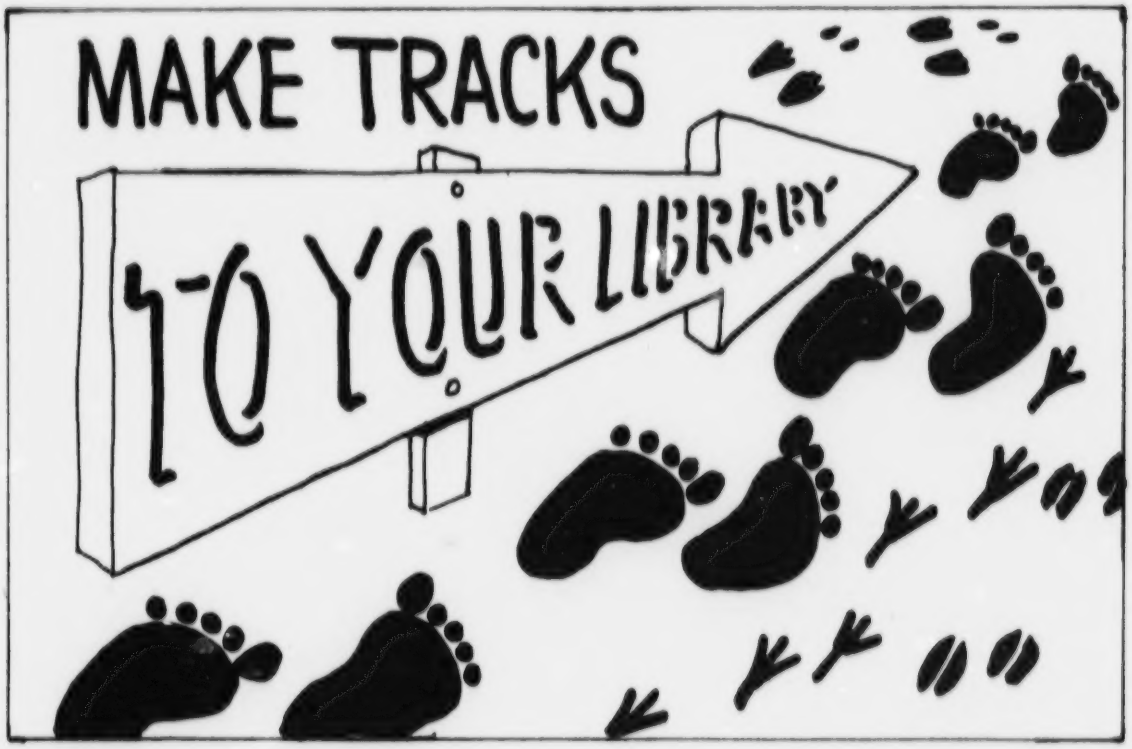
Footprint Collage

Have all program participants step into a pan of tempera paint and leave a footprint on a large sheet of art paper or shelf paper. Children can then sign their names to the footprints for a giant library collage. Librarians may want to do this collage outside or in a messy area.

Footloose and Ready To Go

Display suitcases with books on travel and journeys around the library with the sign "Footloose and Ready To Go!"


BOOKS
CAN TAKE YOU PLACES YOUR FEET CAN'T


MAKE TRACKS
TO YOUR LIBRARY

TAKE GIANT STEPS
....TO YOUR LIBRARY!

MARCH to the BEAT of a GOOD BOOK
BOOK COVER
BOOK COVER
BOOK COVER
BOOK COVER
BOOK COVER

PROGRAMS

Sample Program
Theme: Funny Feet

Suggested Level: Preschool--School Age

BOOKS:
Alfie's Feet by Shirley Hughes
All Kinds of Feet by Ron and Nancy Goor
The Foot Book by Dr. Seuss
My Two Feet by Alice Schertle
Now One Foot, Now The Other by Tomie de Paola
Rachel Fister's Blister by Amy MacDonald
Toby's Toe by Jane Goodsell
What Neat Feet by Hana Machotka

CRAFTS:
Please note that instructions for these projects appear in the Crafts section of this manual:
Baby Feet
Feet Puzzle
Foot Hat

GAMES:
Please note that instructions for these activities appear in the Games section of this manual. Additional suggestions appear below.
Foot Race
Toes Nose

ACTIVITIES:
* Younger children can simply practice hopping from foot to foot. Older children will enjoy some of the more elaborate activities.
* Sing and do the actions for "This Is What My Feet Can Do" reprinted from Glad Rags in this section.
* Wear animal slippers to tell stories. Read Millions of Cats with cat slippers.
* Try jump rope rhymes. Anna Banana: 101 Jump-Rope Rhymes collected by Joanna Cole is a good resource book for sample rhymes. Ask kids to show you some they might know.
* Take off shoes and do the traditional "This Little Pig" rhyme. The words appear on the following page.

This Is What My Feet Can Do
Tune: "Mulberry Bush"

This is what my feet can do.
Feet can do, feet can do,
This is what my feet can do--
Can you do it, too?

Let your feet go hop, hop, hop
Hop, hop, hop, hop, hop, hop
Let your feet go hop, hop, hop
All around the room.

Make your feet go jump, jump, jump,
Jump, jump, jump, jump, jump, jump,
Make you feet go jump, jump, jump
All around the room.

(Suggest other actions and then end with this verse.)

Now your feet can sit right down,
Sit right down, sit right down,
Now your feet can sit right down,
Quiet, quiet-ly!

Reprinted with permission from Glad Rags: Stories and Activities Featuring Clothes for Children by Jan Irving and Robin Currie (Libraries Unlimited, 1987)

This Little Pig

This Little Pig went to market
This Little Pig stayed home
This Little Pig had roast beef
This Little Pig had none.
But this Little Pig cried, "Wee, wee, wee"
All the way home.

Sample Program
Theme: Shoes

Suggested Level: Preschool--School Age

BOOKS:
Big Shoe, Little Shoe by Denys Cazet
Bird's New Shoes by Chris Riddell
Little Shoe by Michel Gay
New Blue Shoes by Eve Rice
Shoes from Grandpa by Mem Fox
Two New Sneakers by Nancy Tafuri
Two Shoes, New Shoes by Shirley Hughes
Whose Shoes Are These? by Ron Roy

MEDIA: (Numbers after the title refer to the State Library's A/V collection.)
The Red Shoes (MP 3033 or VH 12407; MP 4638 or VH 12925)

CRAFTS: Please note that the instructions for these projects appear in the Crafts section of this manual.
Lacing Cards
Shoe Lacers
Shoe/Feet Mobile

GAMES: Please note that instructions for these activities appear in the Games section of this manual. Additional suggestions appear below.
Shoe Stew
Shoe Biz
Hello, Shoe

ACTIVITIES:
* Share "One, Two Buckle My Shoe" rhyme. Words are reprinted in this section
* Bring in a variety of shoes (ballet slippers, flippers, boots, moccasins) and have children identify who would wear them.
* Have shoe contests. For a shoe kicking contest, the object is to kick the farthest. For a mixed up shoe contest, everyone throws shoes into a pile and shoes are mixed up. The child who finds either the right shoes or shoes that fit before any one else does is the winner. A grubby looking tennis shoe contest might produce even more unusual responses.

* Share "Where's My Shoe?" action rhyme reprinted from Glad Rags.
* Act out "I Know an Old Woman Who Lived in a Shoe" with the traditional words or select a sweeter modern version "The Old Couple who Lived in a Shoe" from Nursery Rhymes: The Equal Rhymes Amendment by Father Gander.

Where's My Shoe?

One, two
Where's my shoe? (Palms up, shoulder high)
Three, four
On a kangaroo (Jump!)
Five, six
On a slippery snake? (Wiggle body)
Seven, eight
On a fish in the lake? (Palms together, move hands in a zig-zag fashion.)
Nine, ten
Look and see. (Circle eyes with fingers)
Here they are--
Right on me! (Point to shoes, then self)

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One Two, Buckle My Shoe

One, two, buckle my shoe.
Three, four, shut the door.
Five, six, pick up sticks.
Seven, eight, lay them straight.
Nine, ten, do it again.

There Was an Old Woman Who Lived in a Shoe

There was an old woman who lived in a shoe
She had so many children she didn't know what to do
She gave them some broth without any bread
She whipped them all soundly and sent them to bed.

(And here's another modern version, more politically correct:
She fed them some soup and plenty of bread
She kissed each one sweetly and tucked them in bed.)

Sample Program
Theme: Socks

Suggested level: Preschool--School Age

BOOKS:
Argyle by Barbara Brooks Wallace
Fox in Socks by Dr. Seuss
Socks for Supper by Jack Kent
The Socksnatchers by Lorna Balian
There Are Rocks in My Socks Said the Ox to the Fox by Patty Thomas

CRAFTS: Please note that the instructions for these projects appear in the Crafts section of this manual.
Sock Puppets
Feet Puppets
Bunny Socks

GAMES: Please note that instructions for these activities appear in the Games section of this manual. Additional suggestions appear below.

Sock It To Me Relay
Socky-Locky Tag
Socky-Locky Toss
Stocking Stuffing Relay

ACTIVITIES:
* Invite kids to come to the library in socks (or to wear funny socks), take off their shoes in the programming area, turn on music and have a "sock hop." The "sock hop" might include doing dances or just moving to music in stocking feet. Older children might enjoy learning some rock and roll steps from someone old enough to teach them basic jitterbug dances from the 1950's.

* Use the flannelboard fingerplay "Two Little Socks" from Kidstuff v. 6 no. 3 (January 1991), p. 12.
* Make "Bobby and the Sockettes" for display from Better Homes and Gardens' Incredibly Awesome Crafts For Kids, 1992, pp 144-149.
* Consult the various sock projects in Sock Craft by Helen Roney Sattler.

* To begin the program (or anytime the librarian wishes to have children sit quietly) use the following rhyme and instruct children to stand up if they are wearing a sock color named in the poem. The librarian can certainly vary the colors named as long as the word "brown" is used since it rhymes with the final word "down."

Sock Sit Down Action Rhyme

Red socks
White socks
Blue socks
Brown
Green socks
No socks
All sit down

Sample Program
Theme: Duck Feet

Suggested Level: Preschool

BOOKS:
Duckat by Gaelyn Gordon
Have You Seen My Duckling? by Nancy Tafuri
I Wish that I Had Duck Feet by Theodore LeSieg
Nine Ducks Nine by Sarah Hayes

MEDIA: (Numbers after the title refer to the State Library's A/V Collection.)
Seven Little Ducks (MP) 1586
Make Way for Ducklings (VH) 12014

CRAFT: Please note that the instructions for this project appears in the Crafts section of this manual.
Walking Duck

GAMES: Please note that instructions for these activities appear in the Games section of this manual. Additional suggestions appear below.
Duck, Duck, Goose

ACTIVITIES:
* Take a walk to a nearby pond to see and feed the ducks.
* Have a farmer bring ducks to storytime and tell about raising them.
* Have duck races with children waddling like ducks.
* Bring in a recording of duck noises and have children imitate them.
* Sing Q-U-A-C-K to the tune to "B-I-N-G-O." Words follow.

Q-U-A-C-K
by Jeff Shepherd

There was a duck who loved to talk
He said "quack" every day-o.
Q-U-A-C-K, Q-U-A-C-K, Q-U-A-C-K
He said it every day-o.
(Sing this song like the traditional song "B-I-N-G-O", repeating the verse above, but every time it is sung a clap is substituted for a letter until in the end everyone is clapping instead of singing "Q-U-A-C-K.")

Sample Program
Theme: Frog Feet

Suggested Level: Preschool--School Age

BOOKS:
Tuesday by David Wiesner
It's Mine by Leo Lionni
The Frog Prince Continued by Jon Scieszka
The Caterpillar and the Polliwog by Jack Kent

MEDIA: (Numbers after the title refer to the State Library's A/V Collection.)
A Boy A Dog and a Frog (MP 1253 or VH 12863)
It's Mine (MP1116 or VH 9485)
The Caterpillar and the Polliwog (MP 1073 or VH 9555)
Fish is Fish (VH 9486)

CRAFT: Please note that the instructions for this project appear in the Crafts section of this manual.
Croak Your Majesty

GAMES: Please note that instructions for these activities appear in the Games section of this manual. Additional suggestions appear in the following Activities section.
Frog Jumps the Mississippi
Frogs in the Sea
Library Leap Frog

ACTIVITIES:
* Have a frog jumping contest or have an underwater toad on display in the library.
* Share "Frog King" from Glad Rags. Words to this action rhyme follow.

Frog King
Action Rhyme

Have all children squat like frogs as the leader begins. Point to each child on each word of stanza two. The child the leader points to on the word "king" gets to do the pointing as play continues.

Froggy in the lake.	Hop, hop, froggies
Froggy in the pond.	Sing, sing, sing.
See I've got	One froggy now
A magic wand.	Becomes the king!

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Sample Program
Theme: Giant Step

Suggested level: School Age

BOOKS:
Abiyoyo by Pete Seeger
The Giant's Toe by Brock Cole
Jack and the Beanstalk by Steven Kellogg
Jim and the Beanstalk by Raymond Briggs
Molly Whuppie by Walter De la Mare (illustrated by Errol Le Cain)
The Mysterious Giant of Barletta by Tomie de Paola
Rude Giants by Audrey Wood.

CRAFT: Please note that the instructions for this project appear in the Crafts section of this manual.
Giant's Toe Finger Puppets

GAMES: Please note that instructions for these activities appear in the Games section of this manual. Additional suggestions appear below.
Giant Stomp
Giant Steps
Giant's House

ACTIVITIES:
* Play or sing the song in Abiyoyo. Encourage children to make up an Abiyoyo dance.

* Make a "beanstalk" using the instructions for the stalk-like plant in Handbook for Storytellers by Caroline Feller Bauer, p. 307.

* Do the action rhyme "Mr. Tall and Mr. Small" found in Listen! And Help Tell the Story by Bernice Wells Carlson, p. 54.

* Use the program ideas from the chapter "Jolly Giants" in Picture Book Story Hours by Paula Gaj Sitarz, pp 140-143.

* Make a display with huge giant sized objects and ask kids to tell how a giant might use the objects; a wash tub for a soup bowl or a rake for a comb, for example.

Sample Program
Theme: Action and Movement

Suggested Level: Preschool--School Age

BOOKS:
Hopscotch Around the World by Mary Lankford
Jump Frog Jump by Robert Kalan
Jungle Walk by Nancy Tafuri
Rosie's Walk by Pat Hutchins
Skip to My Lou by Nadine Bernard Wescott
Wait, Skates by Mildred Johnson

MEDIA: (Numbers after the title refer to the State Library's A/V Collection.)
The Camel who Took a Walk (MP) 1090
Rosie's Walk (MP) 1497

CRAFT: Please note that the instructions for this project appear in the Crafts section of this manual.
Finger Feet Puppets

GAMES: Please note that instructions for these activities appear in the Games section of this manual. Additional suggestions appear below.
Hopscotch
Jump
Wally and Wendy Take a Walk

ACTIVITIES:
* March in a parade around the library. Have children follow the leader around the library, walking slow, fast, hopping, skipping, highwire walking etc.

* Do the Hokey Pokey or the Bunny Hop. Words to "Hokey Pokey" follow.

* Sing or dance to "Skip to My Lou." Words to this song follow. If the librarian is not familiar with the music, check the book by Westcott.

Hokey Pokey

Stand in a large circle, with plenty of space between children. Can use any body part in the game besides those mentioned below (elbow, knee, etc.).

You put your left hand in
You put your left hand out
You put your left hand in

And you shake it all about.
You do the hokey pokey
And you turn yourself around
That's what it's all about. (clap)

Other verse possibilities:

You put your right hand in ...
You put your left hand in ...
Your put your right foot in ...
You put your left foot in ...
You put your head in ...
Your put your left hip in ...
You put your right hip in ...

Always end the song/activity with:

Your put your whole self in ....

Skip To My Lou

Lost my partner, what'll I do?
Lost my partner, what'll I do?
Lost my partner, what'll I do?
Skip to my lou, my darling.

All verses: Repeat 1st line 2 times (total of 3), end with 4th line:
"Skip to my lou, my darling."

2. I'll get another one, prettier than you.
3. Flies in the dairy, shoo, fly, shoo.
4. Cats in the buttermilk, two by two.
5. Mice in the breadtray, chew, mice, chew.
6. Roosters on the fence post, cock-a-doodle doo.

Sample Program
Theme: Dance

Suggested Level: School Age

BOOKS:
Barn Dance by Bill Martin and John Archambault
Bravo Tanya by Patricia Gauch
Color Dance by Ann Jonas
Dance, Tanya by Patricia Gauch
The Dancing Man by Ruth Bornstein
The Dancing Skeleton by Cynthia DeFelice
Dancers in the Garden by Joanne Ryder
Dancing Stars by Anne Rockwell
I Dance in My Red Pajamas by Edith Thacher Hurd
I Have Another Language, the Language is Dance by Eleanore Schick
Lili at Ballet by Rachel Isadora
Papa Lucky's Shadow by Niki Daly
Sophie and Lou by Petra Mathers
Song and Dance Man by Karen Ackerman
Swan Lake by Mark Helprin

MEDIA: (Numbers after the title refer to the State Library's A/V Collection.)
Barn Dance! (VH) 12417

CRAFT: Please note that the instructions for this project appear in the Crafts section of this manual.
Animal's Dancing Feet

GAMES: Please note that instructions for these activities appear in the Games section of this manual. Additional suggestions appear below.
Dance Contest
Follow the Leader Dancing
60 Second Dance

ACTIVITIES:
* Play different types of dancing music from around the world and encourage the children to dance to each type. Some types would include polkas from Germany, flamenco from Spain, klezmer from Eastern Europe, JuJu from Nigeria, and funk from United States.
* Have young adult students perform country line dance. Have them teach some of the steps to younger children. See Young Adult Programming in the Program section of this manual for further details.
* Give children crepe paper and encourage them to dance and move with it as in Color Dance.

Sample Program
Theme: Community Leaders - Follow in Their Footsteps

Suggested level: Preschool - School Age

BOOKS:
Bea and Mr. Jones by Amy Schwartz
If I Could Work by Terence Blacker
Mommy's Office by Barbara Hazen
Mr. Griggs' Work by Cynthia Rylant
Richard Scarry's What Do People Do All Day by Richard Scarry
Who Uses This? by Margaret Miller
You're My Nikki by Phyllis Eisenberg

MEDIA: (Numbers after the title refer to the State Library's A/V Collection.)
The Fire Station (VH 12738)
The Hospital (VH 12740)
The Library (VH 12839)
The Police Station (VH 12739)
The Post Office (VH 12838)

CRAFT: Please note that the instructions for this project appear in the Crafts section of this manual.
Clown/Character Feet

Note: Additional crafts (the firefighter's hat and the bus driver's hat) may be found on page 50 of Super Summer Reader, the 1991 Iowa Summer Library manual.

ACTIVITIES:
* Have community leaders visit to read a story or tell about their job.
* Have female professionals visit and read or tell stories about their work.
* Bring in shoes and have children guess which professional would wear the shoes. (Examples: ballet dancer, golfer, firefighter)
* Play charades with children acting out difference occupations.
* Have grandparents or seniors come to visit and read stories .
* Use Be What You Want to Be!: The Complete Dress-Up and Pretend Craft Book by Phyllis Fiarotta for other craft ideas.
* Sing "Super People in Your Town" and share other activities on pages 28 and 29 of Super Summer Reader, the 1991 Iowa Summer Library manual.

Sample Program
Theme: Way Up High

Suggested level: School Age

BOOKS:
Abuela by Arthur Dorros
Bearymore by Donald Freeman
Mirette on the High Wire by Emily Arnold McCully
Morgan the Magnificent by Ian Wallace
The Wing Shop by Elvira Woodruff

CRAFT: Please note that the instructions for this project appear in the Crafts section of this manual.
Wings

ACTIVITIES:
* Select circus music and invite children to move around the room as if they were high wire artists.
* Have children walk a chalk line and imagine it is a tightrope. Give them an umbrella or broom handle to use as a balance stick as they move.
* Share the following action rhyme during storytime. Ask children to mime the action suggested by the words.

High Wire Walk

My feet walk up high
Way up in the air
Across a slim wire
Eyes fixed in a stare

One step at a time
Go across, turn around
Moving with care
So I won't tumble down.

Sample Program
Theme: Happily Ever After Shoes

Suggested Level: Preschool-Primary School Age

BOOKS:
Cinderella retold by Marcia Brown
Cinderella retold by Barbara Karlin
Cinderella retold by Susan Jeffers
The Egyptian Cinderella by Shirley Climo
The Elves and the Shoemaker retold by Paul Galdone
Puss in Boots by Charles Perrault, illustrated by Fred Marcellino
Puss in Boots retold by Lincoln Kirstein, illustrated by Alain Vaes

MEDIA: (Numbers after the title refer to the State Library's A/V Collection.)
Cinderella (MP 2381 or VH 13119)
Puss in Boots (MP 2463 or VH 12852 or VH 12154)
Shoemaker and the Elves (MP 2161 or VH 12879)

CRAFTS: Please note that the instructions for these projects appear in the Crafts section of this manual.
Cinderella's Slipper.
Boots Fit for Puss or Elf Shoes

GAMES: Please note that instructions for these activities appear in the Games section of this manual. Additional suggestions appear below.
Cinderella's Slipper Hide and Seek
Fairyland Quiz
Ring Ring Who's Got the Ring

ACTIVITIES:
* Have older children retell these popular fairy tales to younger children. Try adding puppets for extra fun.
* Ask children to make up imaginary conversations between the Shoemaker and the elves if they actually met.
* Hundreds of versions of Cinderella exist from around the world. Ask children to research the 398.2 section of your library to come up with as many different versions as they can. Have a "Cinderella Read-Aloud" night with different people from the community reading many different versions.

Sample Program
Theme: Vacations and Family Journeys

Suggested Level: School Age

BOOKS:
Arthur's Family Vacation by Marc Brown
Little Critter's Trip by Mercer Mayer
My Family Vacation by Dayal Kaur Khalsa
Something Queer on Vacation by Elizabeth Levy
Stringbean's Trip to the Shining Sea by Vera B. Williams

CRAFTS: Please note that the instructions for these projects appear in the Crafts section of this manual.
Postcard Jigsaw Puzzle
Take Along Flannelboard in a Box

GAMES: Please note that instructions for these activities appear in the Games section of this manual. Additional suggestions appear below.
Pony Express Postcards
Postman
Telegram Teasers

ACTIVITIES:
* Have children bring in photographs from family vacations or postcards from places they have been for a bulletin board.
* Plan an "arm chair" vacation the library storytime kids might like to take. Research places using travel books and brochures from the library. This kind of "dream trip" will appeal to children who do not have the opportunity to actually travel but might have wanderlust.

Sample Program
Theme: Making Tracks

Suggested level: All Ages

Special Note: Observing and collecting animal tracks and footprints is fascinating for kids. Some easily found tracks include rabbits, ducks, frogs, mice, squirrels, skunks, raccoons, invertebrates, such as crickets and centipedes, and cows. Note how many toes the animal has, whether the animal has toes or a hoof, the size and shape of the track, and the distance between tracks. This program will attract older children.

BOOKS:
All Kinds of Feet by Ron Goor
Crinkleroot's Book of Animal Tracking by Jim Arnosky
Feet! by Peter Parnall
Owl Moon by Jane Yolen
Peterson's First Guide to Mammals of North America by Peter Alden
The Snowy Day by Ezra Keats
The Visual Dictionary of Animals
What Neat Feet by Hana Machotka
Whose Footprints? by Masayuki Yubuuchi

CRAFTS: Please note that the instructions for these projects appear in the Crafts section of this manual.
Nature Mural Walks
Plaster Foot Casts
Potato Print Tracks

GAMES: Please note that instructions for these activities appear in the Games section of this manual. Additional suggestions appear in the following Activities section.
Bear Paw Bop
Groundhogs
Fox Fun, Rabbit, Run!

ACTIVITIES:
* Use any of the field guide identification books for identifying tracks you find.
* After a rain, when the ground is soft or slightly muddy, look for animal tracks and make plaster casts of them. Basic techniques involve making a collar to put around the track from a strip of cardboard held with a paperclip or from a tin can with the top and bottom removed, or from a half-gallon milk carton cut into rings. Slowly fill the collar with plaster of Paris (quick-drying works best). Let the cast partially set, then dig up with the collar intact. After it completely dries, remove

all the dirt and clean the cast. Note that this method creates a raised cast rather than the depression made by the animal in the soft ground.

* Observe animal tracks with sand casting. This is an easy activity because the only material need is a tray full of damp sand. Simply have children move a pet through the sand. Suggested animals include a rabbit, kitten, puppy, snake or insect.
* Have children create an observation notebook to record the animal tracks they see. The notebook can be filled with children's sketches or photographs of the tracks. Suggest that notes include exact measurements, distance between tracks, the date and place where the tracks were found.
* Use the following information from "Walk Like a Bear" from Nature Crafts For Kids that has been reprinted with permission. See below.

Walk Like a Bear

Animal tracks tell about animals. The distance between tracks and the impression show which part of the foot made the track, whether the animal was walking or running, and what kind of stride the animal has. Walking styles create certain patterns of tracks on the ground. There are four basic styles. They are diagonal walkers, pacers, bounders, and hoppers. The best way to learn the pattern created by these walking styles is to get down on all fours and pretend to be the animals. Hands become front feet and knees are rear feet. If this is done on soft sand or ground, a track pattern is visible.

Diagonal walkers (cat, dogs, hoofed animals such as deer) make a nearly straight, left-foot, right-foot pattern. "Walk" by moving right front foot and left rear foot at the same time. Then move left front foot and right rear foot.

Pacers include bears, porcupines, raccoons, opossums, and beavers. They leave a close, zigzag pattern as they waddle when they walk. To walk like a bear, move the right front and right rear "feet" at the same time, then the left front and left rear, and so on.

Bounders include most members of the weasel family. They make an evenly spaced, boxlike pattern, with left and right paw prints pretty much side by side as they "bounce" from one place to another. "Walk" by moving both the front "feet" forward at the same time then quickly bring the rear feet up just behind the front feet. Continue in the same manner.

Hoppers (rabbits and rodents) move by jumping ahead with the rear feet, coming down on the front feet, and then pulling the rear feet in front of and to either side of the front feet to push off again. This one is hard to imitate! Reach out with the front feet (hands), then bring knees up ahead of and to the outside of arms. This is hard to repeat.

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Young Adult Programming

Interest in young adult programming is growing. The 1993 Spring District Meetings of the Iowa Library Association focused on program resources for both children and young adults. This manual provides a separate section with sample programs for this age group.

Since young adult programming differs from children's programming, the format for this section is slightly different. Some of the informational programs include a background note for the librarian. A brief outline for program procedures is given with suggestions for guest speakers, if appropriate, and a resource bibliography for each program.

The programs in this manual have been developed for young people ages 11 to 16, but they could be adapted for younger and older audiences.

The programs are often book related, but not read aloud programs. Some programs are book discussions, but other book related programs simply provide a book display in connection with a speaker or demonstration. Booktalking the titles on display will boost circulation after the program. Resource books about booktalking appear in the resource bibliography of this manual.

The programs may be designed specifically for teens such as the pedicure workshop and karate demonstration, or they may be programs prepared by young adults for younger children. The Teen Storytelling Company is an example of this type of program.

In general, programs for young adults need to be built around teen interests and crazes. Asking young people for their input and suggestions guarantees more participation and success.

If young adult programming is a new area for the library, the following resources may be helpful: Connecting Young Adults and Libraries: A How-To-Do-It Manual by Patrick Jones (Neal-Schuman, 1992), Library Program Ideabook for Adults and Teens by Cindi Youngblut and Julie Huiskamp (Iowa Library Association, 1987), Storytelling for Young Adults: Techniques and Treasury by Gail De Vos (Libraries Unlimited, 1991).

Sample Program
Teen Storytelling Company

Suggested Level: Young Adults

Many libraries around the country have successfully tried variations on the teen storytelling company program. Teens interested in storytelling and acting develop stories to tell during storytime to younger children. Teen storytellers gain self confidence and younger children relate especially well to teens.

The librarian will need to schedule several sessions with the teen storytellers to help them select and prepare the stories. Some teens may wish to actually learn the stories to tell. Others may use puppets, props, or even costumes to act out the stories.

Please note that this program is a workshop designed to prepare teen storytellers to tell and read stories to younger children.

Program:

1. Discuss the following topics with teens: selecting a theme for the story program, using visuals (flannelboards, masks, tube stories, puppets) to tell stories, reading picture books to groups.
2. Show resource books and props.
3. Demonstrate use of several kinds of visuals (flannelboards, puppets, etc.)
4. Have teens each practice reading aloud a picture book to the rest of the group.
5. Have teens select one story demonstrated with visual to learn and one picture book from the library's collection to share with younger children. Have teens work in small groups.
6. The small groups will do an entire storytime. (If teens are unable to attend this program, the librarian may ask the teens to come to the library one hour prior to the storytime for a workshop.)

Selected picture books teens might read or present with media (suitable for the Footloose theme):
Note: Full citations for these titles appear in the Bibliography Section of this manual.

The Caterpillar and the Polliwog by Jack Kent
Read the book or tell the story using caterpillar, butterfly and polliwog, and frog reversible puppets from Demco. Masks could also be made from paper plates for the characters.

Elves and the Shoemaker by Paul Galdone
Can be made into a flannelboard story for retelling.

Jump Frog Jump by Robert Kalan
Students can wear costumes to add to the fun of this story. The frog character could wear a green shirt and green face paint.

Storytelling resource books to share in the workshop:
Note: Full citations for these titles appear in the Bibliography Section of this manual.

Face Painting by the editors of Klutz Press
The Flannel Board Storytelling Book by Judy Sierra
Paper Masks and Puppets for Stories, Songs, and Plays by Ron Feller
Picture Book Story Hours by Paula Gaj Sitarz
Story Hours with Puppets and Other Props by William Painter
Twenty Tellable Tales: Audience Participation Folktales for the Beginning Storyteller by Margaret Read MacDonald

Sample Program
Shiatzu and Reflexology

Suggested Level: Young Adults

Shiatzu and Reflexology are forms of therapy, for physical, physiological and emotional well-being. Shiatzu therapy involves applying finger tip pressure to acupressure points on the body. Reflexology therapy focuses on pressure points located on the feet.

This program is a positive and drug-free way for teens to experiment with energizing, revitalizing and relaxation techniques designed to improve their overall health and well being.

Shiatzu and Reflexology can be performed on one's self or on a partner. The resources listed can be used to develop a program by a lay person.

Program:

If the librarian presents this program, the following procedures may be used:
1. Distribute pressure point diagrams of the feet and or body to participants.
2. Allow participants to work individually or in pairs.
3. Review the technique for applying pressure with fingers.
4. Review the pressure points and have students begin on the feet.

Guest Speaker:
This program could also be presented by a massage therapist who could demonstrate Shiatzu and Reflexology techniques.

Resources:

1. Foot Reflexology: A Visual Guide for Self-Treatment by Jurgen Jora. St. Martin, 1991.
2. The Complete Guide to Foot Reflexology by Kevin and Barbara Kunz. Prentice Hall, 1982.
3. The Reflexology Workout: Hand and Foot Massage for Super Health and Rejuvenation. Crown, 1986.
4. 60 Second Shiatzu: How to Energize, Erase Pain, and Conquer Tension in One Minute by Eva Shaw. Mills Sanderson, 1987.
5. Barefoot Shiatsu: Whole-Body Approach to Health by Shizuko Yamamoto. Japan Publications, 1979.
6. Beginners Guide of Shiatsu by Patrick McCarty. Turning Publications, 1986.

Sample Program
Karate and Other Martial Arts Demonstration

Suggested level: Young Adults

Tae Kwon Do and Kung Fu are kicking forms of martial arts that emphasize self defense and self control. Martial arts workouts improve participant dexterity, coordination, flexibility and strength.

This program works best when presented by a guest speaker. Resource books listed below could be displayed for check-out after the program.

Guest Speaker:
Invite local martial arts instructors to provide a demonstration at the library. Martial Arts Clubs or schools are often willing to send an instructor to demonstrate.

Resource Books for Display:

Martial Arts Around the World by John S. Soet. Unique Publications, 1991.
Martial Dance: Total Fitness with Martial Arts Aerobics by Chaz Wilson. Aquarian Press, 1987.
Tae Kwon Do: The Ultimate Reference Guide to the World's Most Popular Martial Art by Yeon Hee. Facts on File, 1989.
Women in the Martial Arts: A New Spirit Rising by Linda Atkinson. Dodd, Mead & Company, 1983.

Sample Program
Vintage Shoe Fashion Show

Suggested Level: Young Adults
This program focuses on teens' interest in fashion. Participants will prepare the fashion show to share with their peers.

Program:
1. Have students collect shoes from different eras. Vintage shoes may be found at local DAV's Goodwill sites, garage sales, grandparent's attic, vintage clothing stores, and consignment shops.
2. Once the shoes have been collected, the era which they represent needs to be determined. Students may also prepare some historical information about the shoes they have collected. This information can be read while shoes are modeled.
3. Shoes can be modeled on the feet or displayed on a box.

Examples of vintage shoes include:

1910 Women: Leather oxfords, pointed toe spool heel shoes, and canvas high buttoned or lace up boots.
Men: Black leather, felt top boots with buttons.

1920 Women: Flappers wore galoshes with buckles undone. These shoes made a flapping sound. T-strap pumps with jewel studded shoe buckles.
Men: Oxfords replaced high-button shoes.

1930 Women: Patent leather shoes, Mary Janes, silk satin shoes with steel buckles. Shoe clips were popular.
Men: Square toe shoes. Black or brown oxfords.

1940 Women: See through shoes. Wedgies (wedge-shaped heel) were the rage in 1949. Orthopedic looking styles, moccasins, saddle oxfords. Shoes rationed during war because of the scarcity of leather.
Men: Leather loafers and saddle oxfords with a tailored look.

1950 Women and Men: Casual and comfortable styles. Tennis shoes. Keds. White bucks and saddle shoes. Converse canvas all star basketball hi-tops.

1960 Women: Go-go boots, pointed toe, high heels.

1970 Women and Men: Platform shoes and boots, square cut toes.

1980 Women and Men: Clogs, Birkenstocks, and Doc Martins.

Resources:
1. Vintage Clothing 1880-1960 by Maryanne Dolan. Books Americana, 1987. OP.
2. Western World Costume: An Outline History by Carolyn G. Bradley. Appleton-Century-Crofts, 1954. OP.
3. Shoes in Vogue since 1910. Abbeville Press, 1981. OP.

Sample Program
Pedicure Workshop

Suggested Level: Young Adult Females
Grooming is important to young adults so this workshop will appeal to those who want to put their "best foot forward."

Program:
If the librarian presents this program, the following procedures may be used.

1. Begin by having participants wash each other's feet with loofas or sponges in warm soapy water. Any previous polish should be removed with nail polish remover. Dry feet completely.
2. Cut, shape and file toe nails. Push back cuticles with cuticle stick.
3. Put on base coat and let it dry. Have students take turns applying each other's polish.
4. Encourage participants to try decorative polish application. Stripes or dots of another color applied over a base coat is attractive.
5. Have plenty of health and beauty books available for check out.

Supplies Needed:
Participants should bring their own wash basin, sponge and towel. Other supplies would include polish, files, nail clippers, cuticle sticks, nail hardener, cotton balls and polish remover.

Guest Speakers:
A Mary Kay or other beauty-aids representative could be invited to show products and demonstrate giving pedicures.

Resources:

1. The Make-Over: A Teen's Guide to Looking and Feeling Beautiful by Jane Parks-McKay. Morrow, 1985.
2. The New Teenage Body Book by Kathy McCoy. Body Press, 1992.

Sample Program
Line Dancing Workshop and Demonstration

Suggested level: Young Adults

Country line dancing has become a popular new style of group dancing. Participants form two horizontal lines with six persons in each line. The group performs synchronized steps and moves to country music. After people learn basic steps, the group can learn complete dances. The dances are enjoyable group activities that provide excellent aerobic exercise.

Program:

1. Students can learn several line dancing steps from a video or a guest speaker could be invited. A local dance instructor or resource person from the resource section of this manual could do the program.
2. Teens could volunteer to demonstrate some of these dance steps at a storytime for younger children on dance.
3. Have a book display and videos for check out after the program. Note that the first video listed below has public performance rights. The other two videos included could be circulated but do not appear to have public performance rights. Libraries need to use videos with public performance rights in library programs to be in compliance with the copyright law.

Guest speaker:
This program could also be taught by a local dance instructor or check the resources section of this manual.

Resources:
Christy Lane's Line Dancing. Brentwood Home Video. 5720 Corsa Avenue, Suite 102, Westlake Village, CA 91362. 1-800-533-8111 (Has public performance rights)

Diane Horner's Country Line Dancing. Quality Video Inc. 7399 Bush Lake Road, Minneapolis, MN 55439.

Professional Style Texas Line Dancing. PPI Entertainment Group Parade Video, Peter Pan Industries, 88 Saint Frances St., Newark, NJ 07105 (201-344-0465).

Sample Program
In-Line Skating Demonstration

Suggested Level: Young Adults

Program:
The instructor can teach some of the basic techniques and easy tricks as well as demonstrate some more difficult moves. Be sure to include information about safety, protective equipment and warming up.

Guest Speaker:
Check with local hockey teams or skating rinks to find interested instructors for a roller blade demonstration or clinic in the parking lot of the library.

Resources:
1. In-Line Skating: The Skills For Fun and Fitness On Wheels by Mark Powell and John Svensson. Human Kinetics Publishers, (n.d.)
2. Get Rolling: The Beginners's Guide to In-Line Skating by Liz Miller. Pix & Points Pub., 1992.
3. The Complete Blader by Joel Rappefeld. Saint Martin's, 1992.

Sample Program
Follow in Their Footsteps
Biography and Autobiography Book Discussion Groups

Suggested Level: Older Elementary or Middle School students

Book discussion groups can be informal gatherings for kids to discuss what they have been reading or can be more structured. Sometimes people in book discussion groups all read the same books and sometimes each person reads a different book. This program offers different choices but the theme selected corresponds with of the theme "Footloose."

Libraries interested in book discussion may wish to use the CCBC Guides for Book Discussion that were developed by the Cooperative Children's Book Center in Madison, Wisconsin. These guidelines are included on the following page and are reprinted with permission.

The resource list includes books appropriate for older elementary or middle school students.

Program:
1. Students may all read the same book or select different books to read from the list.
2. If participants share different books, ask individuals to share some information about the book with the group.
3. The librarian may wish to have some basic discussion questions prepared.
4. The librarian may booktalk titles not discussed and set up a display of biographies and autobiographies for checkout after the program.

Resource List:
E.B. White: Some Writer! by Beverly Gherman
Biography of the author of Charlotte's Web.
Education of Little Tree by Forest Carter
Story of a Cherokee Indian's boyhood.
Girl from Yamhill by Beverly Cleary
Autobiography of the popular children's author.
Little by Little by Jean Little
Autobiography of a visually impaired Canadian children's author.
Star Fisher by Lawrence Yep
The Chinese-American author's family life

Guidelines for Book Discussions
Ginny Moore Kruse and Kathleen T. Horning

ALL PERSPECTIVES AND VOCABULARIES ARE CORRECT. THERE IS NO "RIGHT" ANSWER OR SINGLE CORRECT RESPONSE.

1. Listen openly to what is said, rather than who says it.
2. Respond to the comments of others, rather than merely waiting for an opportunity to share your comments.
3. Talk with each other, rather than to the discussion facilitator.
4. Comment to the group as a whole, rather than to someone seated near you.

LOOK AT EACH BOOK OR WHAT IT IS, RATHER THAN WHAT IT IS NOT.

1. Make positive comments first. Try to express what you liked about the book and why. (e.g. "I like the illustrations because ...")
2. After everyone has had the opportunity to say what they liked about the book, you may talk about difficulties you had with a particular aspect of the book. Try to express difficulties as questions, rather than declarative judgments on the book as a whole. (e.g. "Would Max's dinner really still have been warm?" rather than "That would never happen.")
3. Avoid recapping the story or booktalking the book. There is not time for a summary.
4. Refrain from relating personal anecdotes. The discussion must focus on the book at hand.
5. Try to compare the book with others on the discussion list, rather than other books by the same author or other books in your experience.

These guidelines were developed at the Cooperative Children's Book Center (CCBC), a non circulating children's literature library for adults, School of Education, University of Wisconsin - Madison. The CCBC is also supported by the Department of Public Instruction, Division of Library Services.

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CRAFTS

Feet Puppets

Materials:

Various colored and patterned socks
Sequins, glitter, yarn, moveable eyes, etc.
Needle/thread or glue

- Decorate the top part of the sock between the ankle and toe to resemble a character using the yarn, sequins, etc.
- Take off your shoes and wear the sock puppet on your foot to tell stories.

Plaster Foot Casts

Materials:

Plaster of Paris
Pail of water
½ gallon waxed milk carton

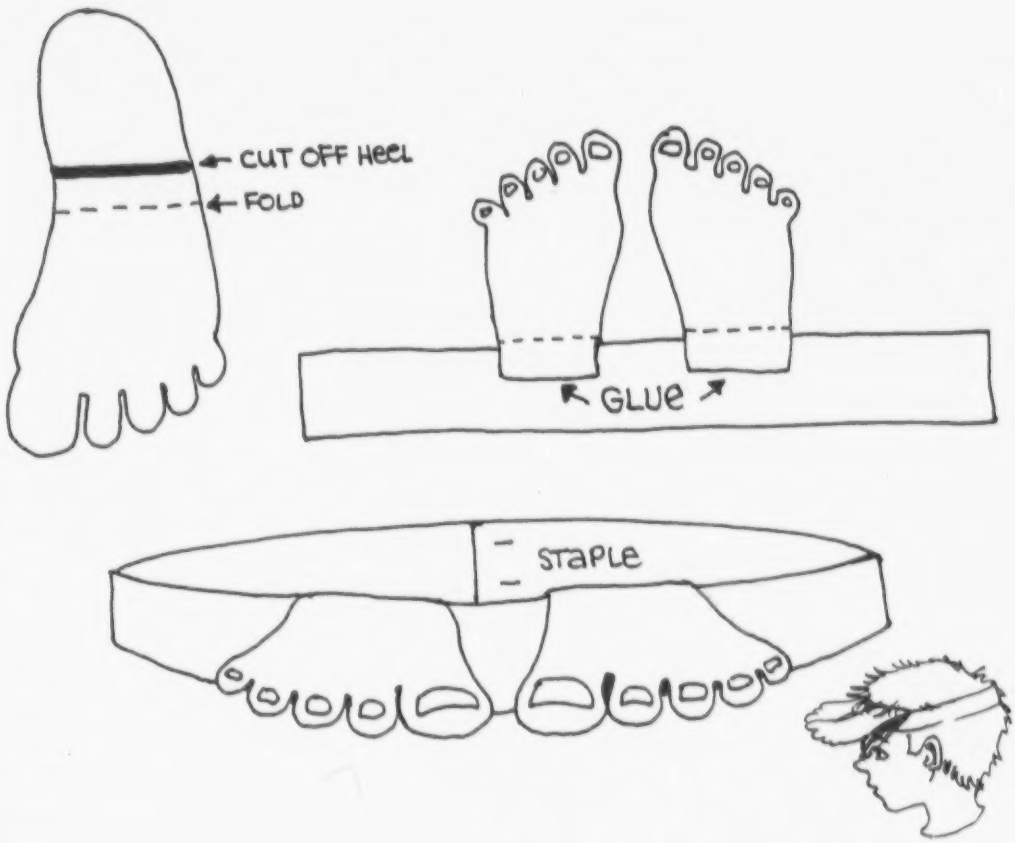
- Cut one side from the milk carton. Staple the spout closed. Lay the carton on its side with the open side up.
- Prepare the Plaster of Paris in the bowl following label directions--usually 1 part water to 2 parts plaster. Stir until smooth.
- Pour about 1" of Plaster of Paris into the milk carton.
- Step barefoot into the plaster, being careful not to press all the way through. Carefully remove the foot.
- Rinse feet off in the pail of water
- Let the plaster dry at least 24 hours before peeling the milk carton away.

Foot Hat

Materials:

Construction paper
Crayons/magic markers
Scissors
Tape or stapler

- Cut a 3" wide band of construction paper long enough to fit around a child's head. You may need to cut two strips and tape together.
- Trace the child's foot onto another piece of construction paper. Cut out around the toes and then straight across the arch, leaving off the heel. Color and decorate toe nails, etc.
- Fold the arch-end of the foot about ½" from the end. Staple or tape it to the middle part of the construction paper band so that the feet stick out as a visor.



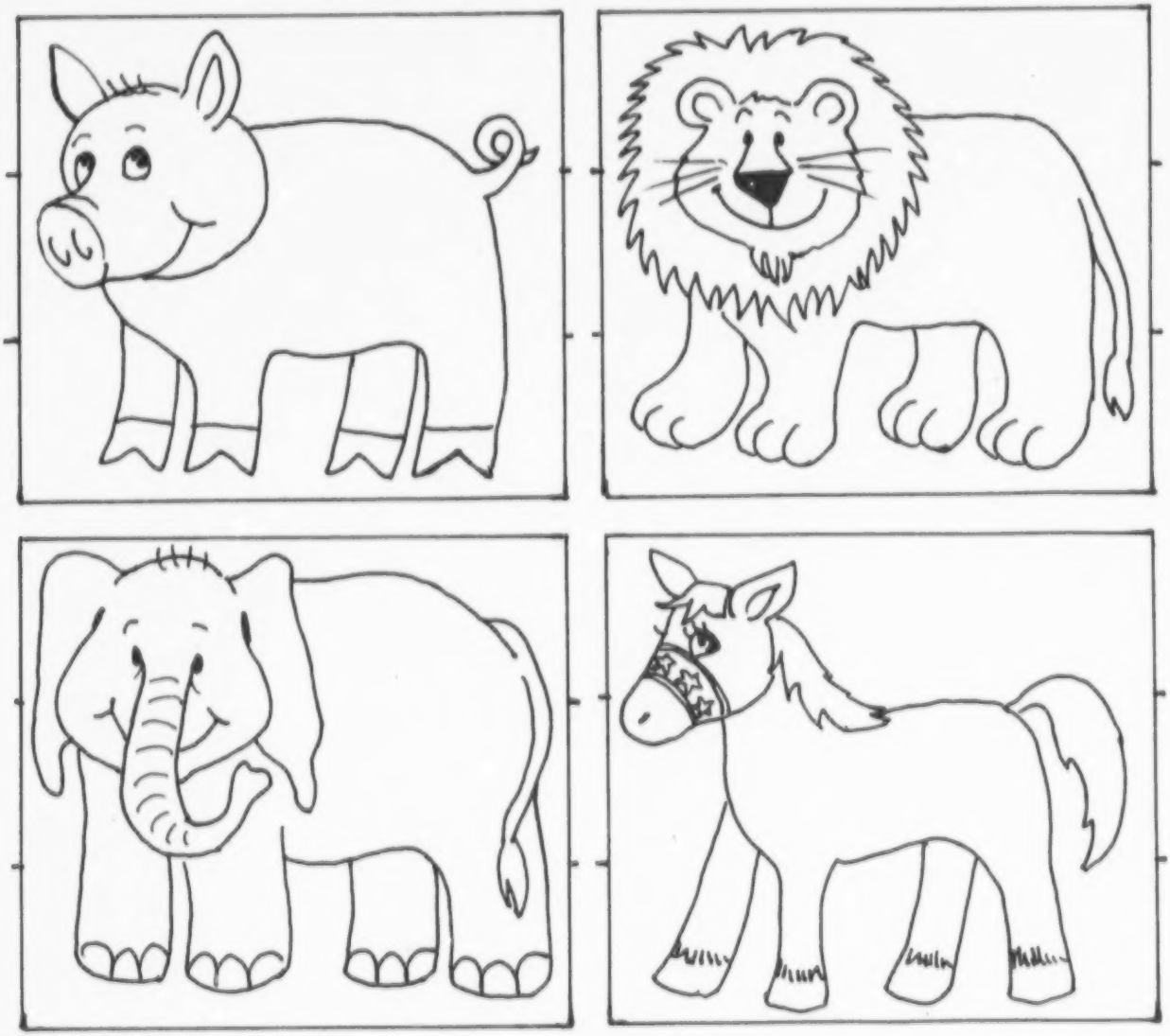
Feet Puzzle

Materials:

Crayons/magic markers
Scissors
Heavy paper/poster board

- Draw or trace simple pictures of animals with feet. See sample illustrations on this page.
- Color and then cut the pictures horizontally into thirds. If possible try to get all the feet into the bottom ⅓ section.
- Mix-up all the pieces and let the children try to put them together.

***This makes a particularly good activity for pre-school children.



Pin the Feet On ...

Materials:

Large sheets of craft paper or butcher block paper
Crayons/magic markers
Scissors
Tape

- Use an overhead projector or draw a picture free-hand. Draw a large picture of any animal, leaving off the legs and feet. Be creative, try an octopus, dinosaur or ostrich, for example.
- Duplicate several of the feet and cut out.
- Put double-sided tape on the back of each foot and hang the large animal on the wall.
- Blindfold the children (think about using individual blindfolds, since some parents complain about spreading lice when only one is used) and let them try to place the feet in the appropriate place as in the game "Pin the Tail on the Donkey."

Feet Note Pad

Materials:

Poster board
Glue/hot glue
Pad of paper (Post-It-Notes)
Crayons/magic marker
Scissors

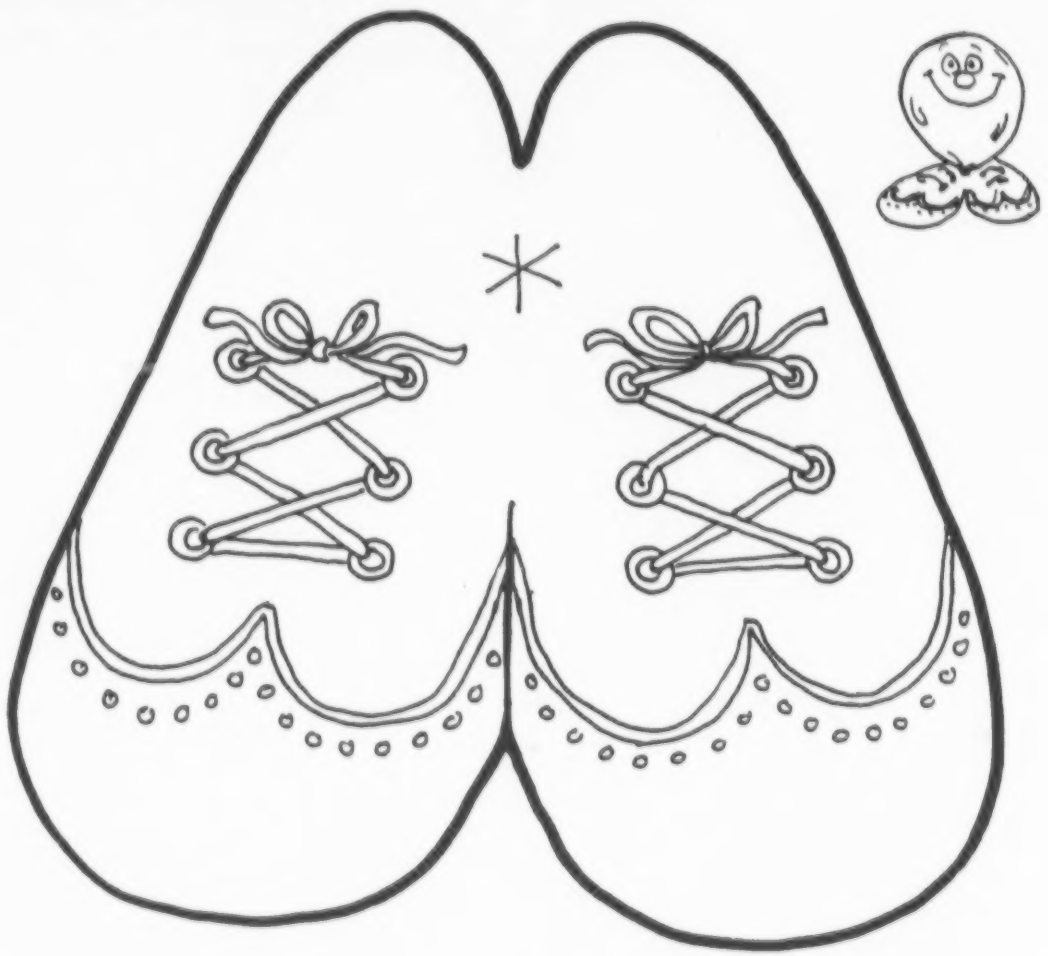
- Trace a child's foot, either barefoot or with shoes on, onto a piece of heavy poster board. Cut out.
- Color with crayons or magic markers
- Glue or hot glue a pad of paper, preferably with a cardboard back, onto the wide part of the foot. For best results, make sure that the pad is smaller than the foot outline.

Clown/Character Feet

Materials:

Balloons
Poster Board
Magic markers
Scissors

- Blow up either a round or oblong balloon. Tie it.
- Using magic markers, gently draw features on the balloon to create a face or a character.
- Trace feet pattern on poster board and cut out. Color and match the balloon character.
- Thread the balloon knot through the hole indicated on the pattern to attach the balloon "person" to the feet.

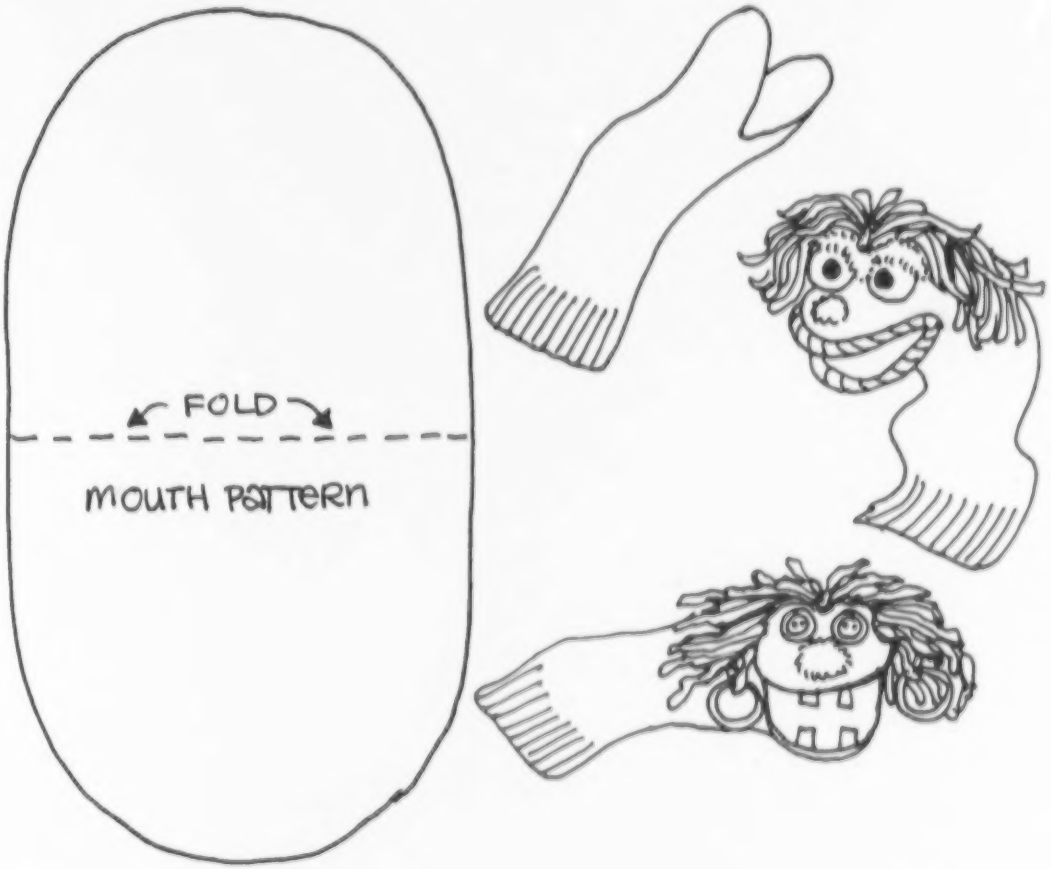


Sock Puppets

Materials:

Sock
Scissors
Needle and thread
4" x 6" piece of felt for mouth
Fabric, yarn, buttons, beads, ribbons for features and decorations.

- Cut a mouth for puppet using pattern piece provided.
- Put the sock on your hand. Pin mouth in between thumb and fingers. Glue in place.
- Sew on buttons for eyes, fabric or yarn for mouth, and assorted notions for decorations. See illustration.

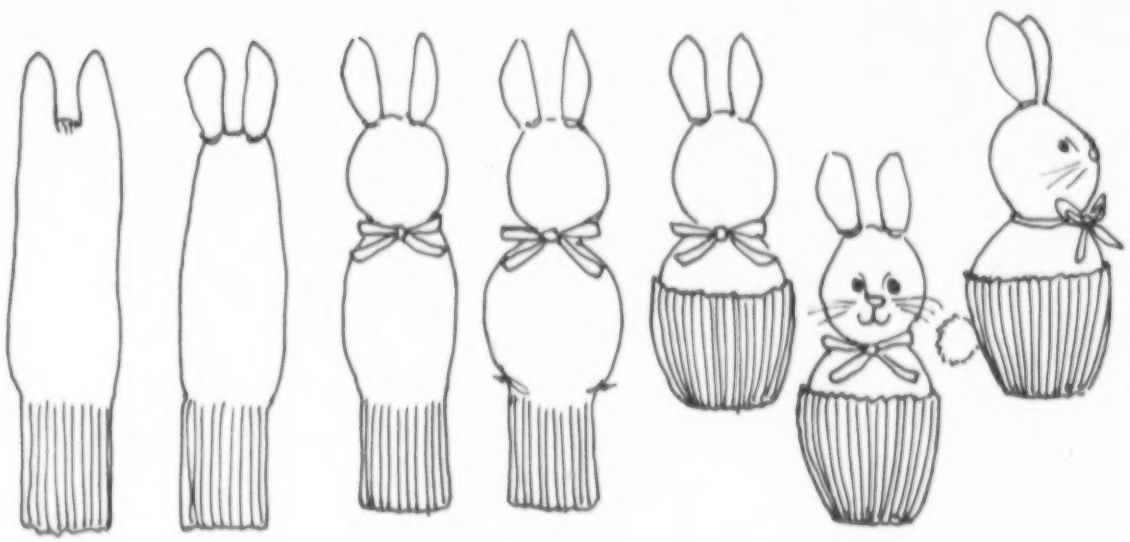


Bunny Socks

Materials:

Pair of infant socks, pastel colors preferred
Needle and thread
⅛" wide ribbon
Cotton balls
2 small black beads, embroidery thread

- Put sock on hand. With index finger push middle of the section down about one inch to form two ears and secure with several stitches. Gather and tie at the base.
- Stuff one cotton ball in the sock all the way to the ears and tie underneath with the ribbon. This forms the head.
- Stuff another 1½ - 2 cotton balls in the remaining sock for the body. Tie underneath with a thread to keep from slipping out.
- Put another part of a cotton ball or pom-pom in the remaining open part of the sock for the tail. Tack the end of the sock to the bunny's back so that the tail sticks out the back.
- Decorate face by embroidering, gluing on eyes, etc.
- See illustration.

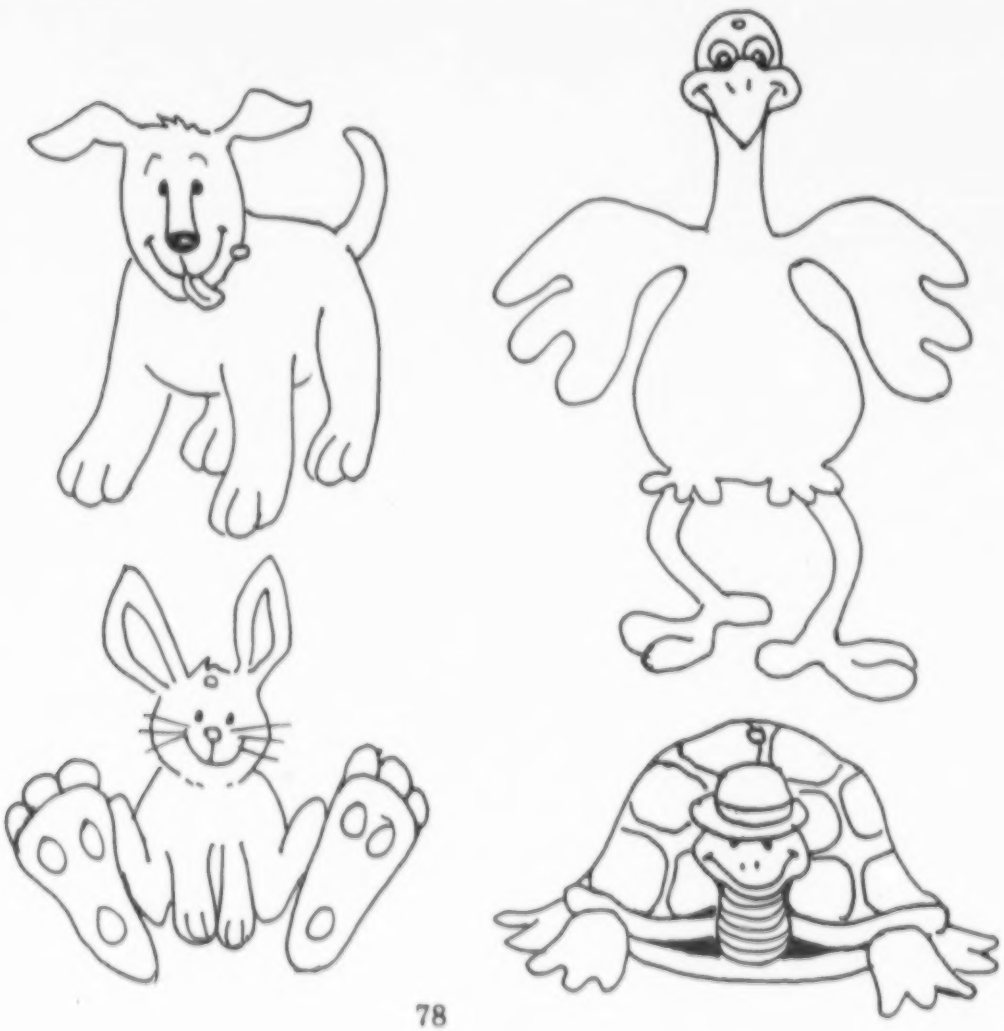


Animal Foot Race

Materials:

Poster board
String
Scissors
Crayons/magic markers

- Draw simple animal shapes onto poster board. See example on this page. Color and cut out.
- Punch a hole in the center of each animal.
- Thread a cord or string approximately 3 feet long through the hole and fasten one end to a chair back or other object.
- Hold the other end at an angle to the tied end and shake the string to "race" the animals.



Braided Eight-Legged (Footed) Octopus

Materials:

Yarn
1" styrofoam ball

- Cut 60 pieces of yarn each 24" in length
- Tie all the pieces of yarn together in the middle
- Place the knotted section on top of a small styrofoam ball. Evenly spread the yarn so that the whole ball is covered. Gather the yarn at the bottom of the ball and tie with a small piece of yarn.
- Divide the remaining strands of yarn into 8 sections, each consisting of 15 strands.
- Divide each of the 8 sections into 3 equal parts (5 strands each) and braid. Tie off the end.

Feet Jewelry

Materials:

Bread Dough recipe (see below)
Waxed paper
Manicure scissors
Paints
Paper/pencil
Cording or small safety pins/hot glue gun
Toothpick

Bread Dough Recipe

6 slices of white bread
6 teaspoons of white school glue
½ teaspoon of liquid detergent or 2 teaspoons of glycerine

- Remove the crusts from the bread. Crumble bread into a bowl.
- Add the glue and liquid detergent.
- Stir with a spoon for a few minutes and then knead with your hands. Knead it until it is no longer sticky. It the dough becomes too dry, add glue. If it is too sticky, add more bread crumbs.

For jewelry:

- Prepare the bread dough recipe. Roll out a small piece onto waxed paper.
- Draw a pattern of a small foot (about 1½") and cut out. Lay it on top of the bread dough and cut out using the manicure scissors.
- With a toothpick, make a hole in the heel of the foot.

- Let dry on the waxed paper for at least 24 hours.
- Paint when dry and then hang on cording to make a necklace. If several feet are used, tie each on the cording separately so that they will not bump into each other and chip.

OR

- Don't make a hole in the foot, but rather hot glue a small safety pin to the back for a conversational piece of jewelry.

OR

Don't use bread dough - just cut feet out of various pieces of poster board. Color, decorate and hang on the cording.

Baby Feet

Materials:

A small saucer filled with tempera paint
Paper

- Make your hands into a loose fist.
- Dip the little finger side of your hand into the paint and then onto the paper. It will vaguely look like:

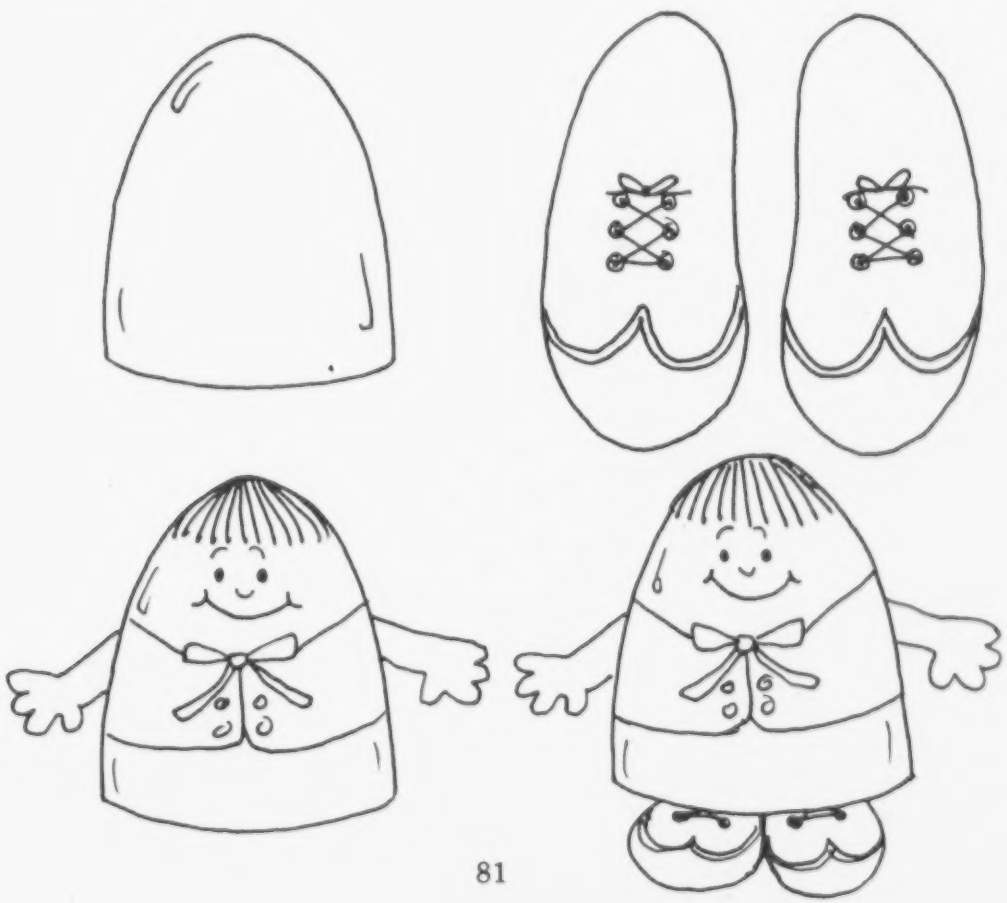
- Dip your little finger into the paint and add 5 "toes" to the top.

Egg Character Feet

Materials:

Plastic Easter eggs
Aluminum foil
Warm iron
Construction paper
Crayons/magic markers
Scissors
Glue

- Place a small piece of aluminum foil over one end of a plastic Easter egg. Press with warm iron to flatten the bottom of the egg so that it will stand upright and not roll.
- Design a costume for the egg character. Characters could be book characters, community leaders, famous people, etc. Draw and color the costume on the construction paper, cut out and glue onto place on the egg.
- Draw over-sized feet to match the costume and glue to the flattened bottom of the egg.



Walking Duck

Materials:

Photocopies of the patterns shown below
Felt tipped markers or crayons
Brad fasteners

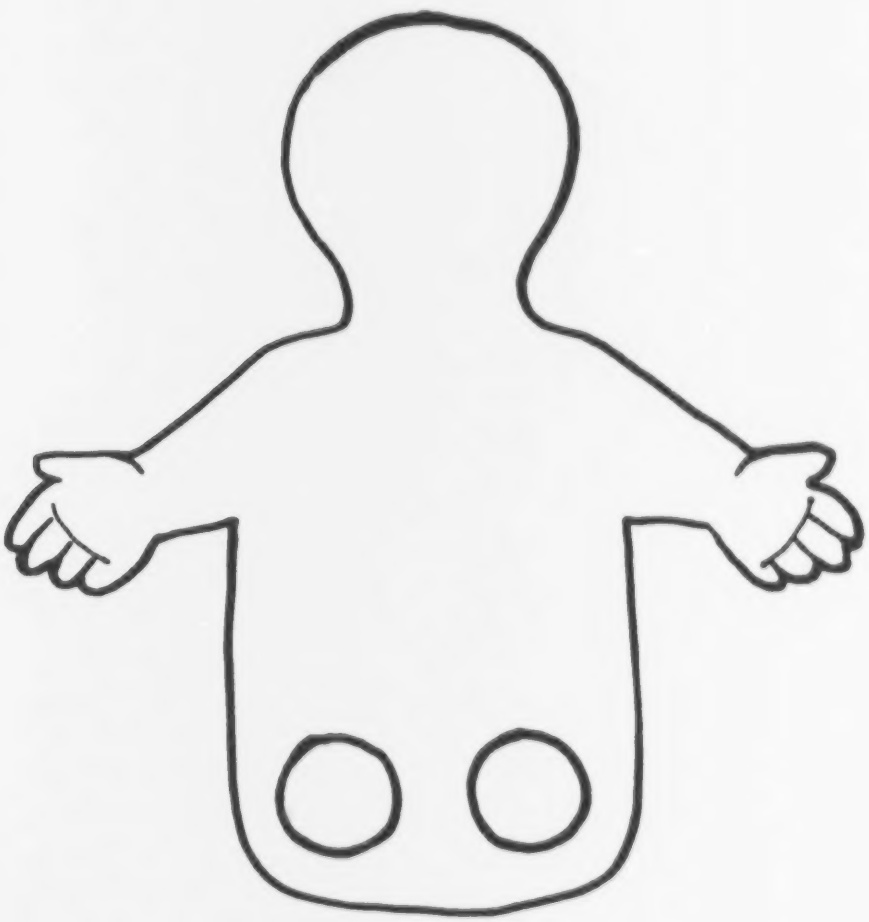
- Photocopy the duck and feet patterns shown below.
- Color and cut out the patterns.
- Attach feet to body with feet behind the body section with a brad fastener.
- Make duck walk by pushing feet with fingers. Or, attach craft stick to back of duck head and push duck along floor to make it walk.

Finger Feet Puppets

Materials:

Poster board
Scissors
Crayons/magic markers

- Draw, color and cut out character or animal shapes from the poster board. Cut out two holes for fingers rather than drawing on legs.
- Put fingers through the holes to make them into the puppet's feet.



Nature Mural Walks

Materials:

Large sheets of craft or butcher paper
Paint
Dish pans
Sudsy water and towels

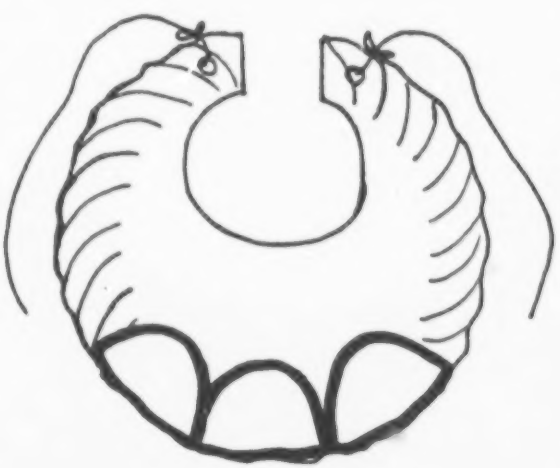
- Tape a large sheet of craft or butcher paper on the floor or on the concrete outside. Select the color of the paper to correlate to the mural; i.e. brown for a beach mural, white for snow, gray for a moon walk, etc.
- Prepare a dishpan of tempera paint. Best results are achieved if it is slightly thicker than normal and very shallow in the pan.
- Let the children walk barefoot (for the beach scene) or wear a boot (for snow or moon walk) in the paint and then on the paper.
- Wash off feet or boots with sudsy water.
- Let the mural dry before hanging up. Additional illustrations could also be added to the mural.

Elephant Feet

Materials:

2 paper plates
Yarn
Scissors
Crayons/magic markers
Paper punch

- Cut out the paper plates as shown in the diagram below.
- Punch holes as marked and tie a piece of yarn into each hole.
- Decorate the paper plates as desired.
- Tie the yarn around ankles to wear.



Jack Be Nimble

Materials:

Paper plate
Paper fastener
Jack

- Draw a picture of a candle in the center of the paper plate.
- Color and cut out the picture of Jack below.
- Push the paper fastener through the center of the paper plate and then through the "O" marked at the bottom of Jack.
- Move Jack around the plate to see how nimble he can be.

Plant a Shoe

Materials:

Old tennis shoe, the more holes the better
Potting soil or florists's clay
Grass seed

- Fill an old tennis shoe with potting soil or florist's clay.
- Plant the holes and top with grass seed.
- Mist daily and put in the sun for best results.

Tennis Shoe Glitz

Materials:

Inexpensive pair of canvas shoes
Glue and glitter glue
Fabric paint
Beads, rhinestones, etc.

- Use the glitter paint, glue, beads, etc. to decorate a pair of tennis shoes.
- Let dry thoroughly before using.

Sock Moccasins

Materials:

Pair of socks
Cording or yarn
Needle/thread
Scissors
Beads, bangles

- Cut the tube part of the sock off about 1" above the ankle.
- Fold the rough edge over ¼" to the outside and stitch down.
- Starting near the center, turn the edge another ½" to the outside and stitch the hem edge down to form a casing. Leave an opening at the center of the top in which to insert a drawstring.
- Thread the yarn or cording through the casing, entering and coming out at the center. Pull tight on the drawstring to tighten the moccasins on feet.
- Decorate with beads, glitter paint, etc.

Shoe Lacers

Materials:

Pair of shoe laces--long, bright and glitzy work best.
Styrofoam meat trays, or a shoe box or poster paper.
Paper punch

- Punch holes several inches apart and about 1" in from the edge of a foam meat tray. Make the holes down each side of the tray.

OR

- Punch holes several inches apart and about 1" down along the two long sides of a shoe box.

OR

- Trace a child's shoe onto a poster board. Cut and color and punch holes where lacing holes would naturally appear.

- Thread the shoe laces through the punches in any of the above shoe lacers to practice lacing and tying shoes.

Lacing Cards

Materials:

Poster Board
Crayon/magic markers
Scissors
Cording, laces or yarn
Paper punch

- Draw a simple outline or picture onto heavy poster board. Animals are always a big hit.

OR

- Draw a design on white paper, cut it out and glue it onto poster board. Color and decorate.
- Cut out the poster board around the shape leaving about a 1" margin.
- Punch the poster board around the shape about 1" from the edge and 1" apart.
- Cut cord lacing or yarn about 10" longer than needed to sew in and out of all the punches. Kids always use more than adults.
- Tie any remaining cord in a bow when done.

Shoe/Feet Mobile

- Make a mobile using shoes from around the world. Use shoe laces instead of string to suspend the various pictures. See illustration on this page.
- Trace various children's feet onto different colored paper and use to make a mobile. Add the names of book titles to the feet for a book display.

Shoebox Bank

Materials:

Shoebox
Construction paper
Crayons/magic markers
Glue

- Glue or tape the lid onto a shoe box.
- Stand the box on end vertically and cut a slot for coins in one end.
- Using the lid as measurement, draw, color and cut a picture of an animal that will fit on the lid. Glue into place. Or, decorate with glitter glue, macaroni, etc.

Dioramas

Materials:

Shoebox
Construction paper, poster board
Crayons/magic markers
Scissors
Glue

- Remove the lid from a shoe box. Turn the shoebox on its side horizontally.
- Draw, color and cut out scenery, i.e. trees, seaweed (underwater scenes), houses, etc. Be sure to draw and cut out a tab across the bottom of each piece so that it can be glued in place to stand up.
- Add small 3-D figure or artifacts to complete the diorama.

OR

- Use the diorama as the backdrop for a stick puppet play. Cut a slit across the bottom side resting downward or from the top side. Insert stick puppets into the diorama through these slits.

OR

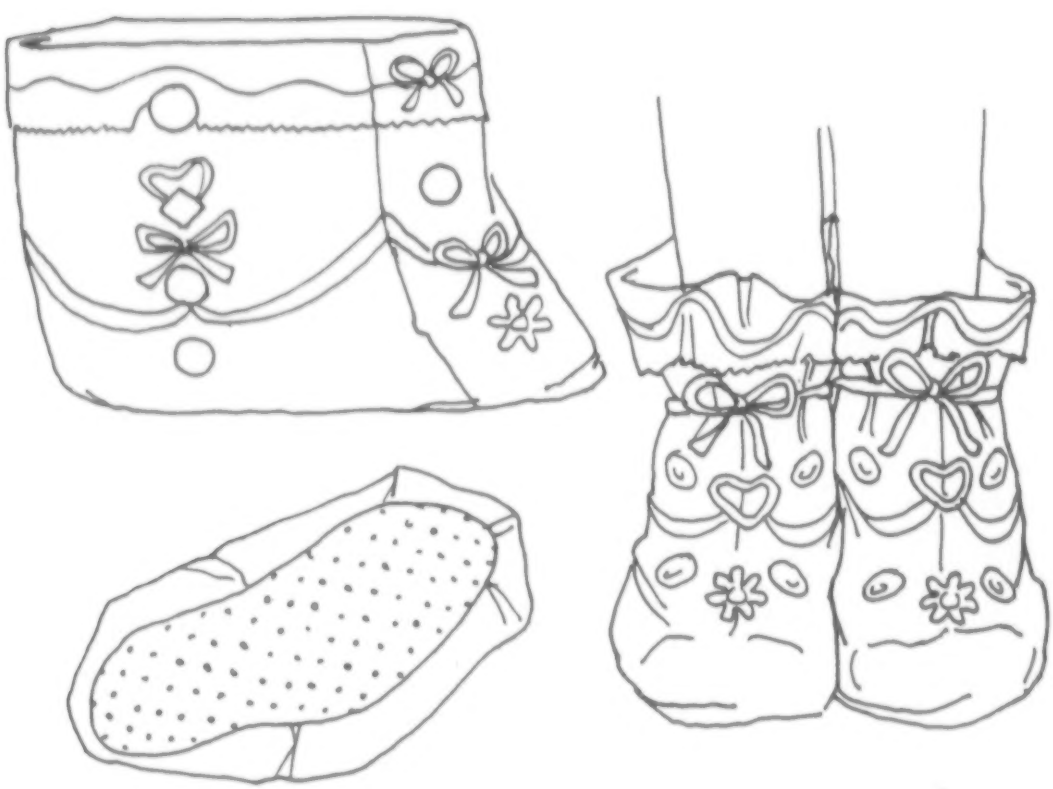
- Cut a hole about the size of a 50¢ piece in the middle of the shoebox lid.
- Tape the lid onto the shoebox.
- Look through the hole to view a "peep" show.

Boots Fit For Puss Or Elf Shoes

Materials:

Brown lunch bags (two for each child)
Yarn or ribbon enough to tie around child's ankle
Felt tipped markers
Assorted fabric notions

- To make boots or shoes from paper bags, have children stick their feet in the lunch bags. Turn down a "cuff" at the top of the bag. Shape bag around foot to make the shoe.
- Tie a length of yarn or ribbon around the ankle of the boot or shoe.
- Take off the shoe and then decorate as desired.
- Inner soles can be glued to the bottom of the bag for stronger soles. Blue or pink lunch bags can be purchased at K-Mart.



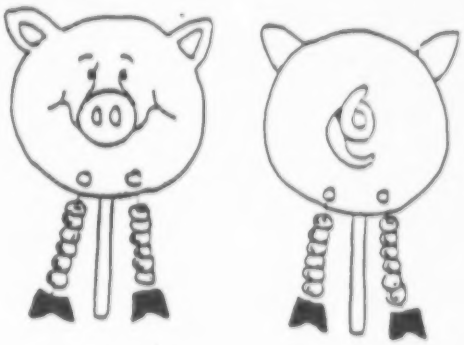
Ankle Bracelets

Materials:

Threadable beads, fishing lures, sequins, etc.
Elastic cording
Scissors

- Measure a piece of cording so that it is about 2" longer than the circumference of your ankle. Don't make it too tight as beads hurt if pressed into skin.
- Thread the beads, fishing lures, etc. onto the cording in a pattern of choice. (Take hooks off fishing lures before children use them.)
- Tie together with a square knot.

Animal's Dancing Feet



Materials:

Corrugated cardboard
Construction paper
Scissors
Crayons/magic markers
String
Small Threadable beads
Dowel

- Cut an 8" circle from a piece of corrugated cardboard.
- Cut two additional 8" circles out of construction paper.
- Draw an animal face and back of head on the construction paper and glue to either side of the corrugated cardboard. Be sure the wavy design of the cardboard is vertical.
- Punch 2 holes towards the bottom ¼" of the circle. Make the holes about ½" from the edge, and equidistant from each other (see diagram.)
- Thread and tie one end of the string in each hole.
- Tie various colored beads to the other end of the string to resemble feet. Leave enough thread at the bottom on which to glue a construction paper foot, if desired.
- Stick a 12" dowel into the wavy groove of the cardboard at least 5" up so that it resembles a lollipop.
- Glue into place.
- Turn your animal from side to side with the dowel to make its "feet" dance.

Cinderella's Slipper

Materials:

Photocopies of the pattern below
Felt tipped markers or crayons
Fabric notions, glitter, stickers, assorted decorations

- Photocopy the pattern below on regular copy paper or construction paper.
- Have children decorate Cinderella's slipper as they wish.
- Display all the slippers on the wall or let children take them home.

Take Along Flannelboard In A Box

Materials:

Shoe box
Cotton flannel or felt
Flannelboard pieces made form paper patterns shown on page --
Small pieces of felt or sandpaper

- Glue a piece of cotton flannel or felt to the inside top lid of a shoe box. This will be the portable flannelboard surface for this project.
- Photocopy the paper patterns shown on this page.
- Color these patterns for the flannelboard pieces.
- Attach small pieces of felt or sandpaper to the backs of the pattern pieces so they will adhere to the felt covered shoe box surface.

Postcard Jigsaw Puzzle

Materials:

Picture postcards
Glue
Scissors
Envelopes

- Give each child two picture postcards for the postcard puzzle.
- Glue the postcards together (message sides together) so that the two pictures will be showing.
- Cut each postcard once horizontally and once vertically so there are four puzzle pieces.
- Mix up the pieces and let children try to put them together correctly.
- Place puzzle in envelope for safe keeping.
- Older children may cut postcards in more pieces or design their own postcards on blank pieces of tagboard or posterboard.

Giant Chalk Stick

Materials:

2 tablespoons powdered tempera paint
½ cup of water
1 small, waxed paper cup
3 tablespoons plaster of Paris
Plastic spoon or popsicle stick

- Mix the paint and water together in the cup.
- Slowly add the plaster of Paris, stirring with the spoon until creamy.
- When the mixture feels hard (in about an hour), peel off the cup.

*** Hint: If you dip the chalk into water first, it will slip and slide easily across your paper and the colors will look brighter too.

- Use the giant chalk stick to draw a hop-scotch board on concrete.

This recipe has been reprinted with permission from Purple Cow to the Rescue by Ann Cole and Carol Haas. (Little, Brown, 1982)

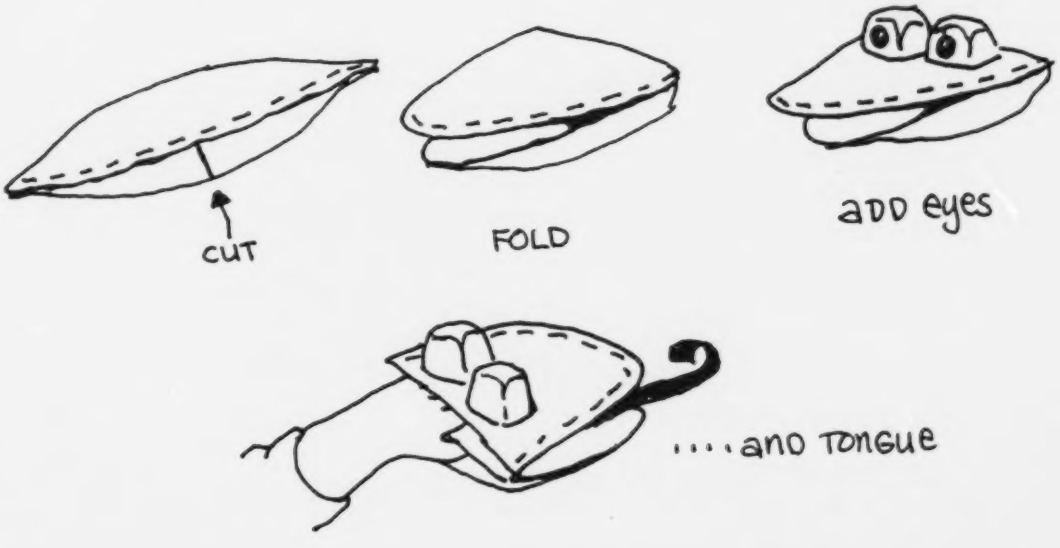
Croak, Your Majesty

Materials:

Two paper plates (per child)
Green crayons, markers, or green construction paper
Glue
Strips of red paper approximately 10 inches long
Two sections of an egg carton (per child)
Staplers

- Make simple frog puppets by stapling two paper plates together around the edge with bottoms to the outside.
- Cut one plate in half and fold them both to form the frog's mouth. There will then be places to put fingers and thumb to move the mouth of the puppet.
- Color the tops of the plates green or cover with green construction paper if desired.
- Staple egg carton sections on the top for eyes.
- Glue red paper strip inside the mouth for a tongue. Curl this red paper strip around a pencil if desired.
- Refer to illustration below.

This craft idea has been reprinted with permission from Glad Rags: Stories and Activities Featuring Clothes for Children by Jan Irving and Robin Currie (Libraries Unlimited, 1987).

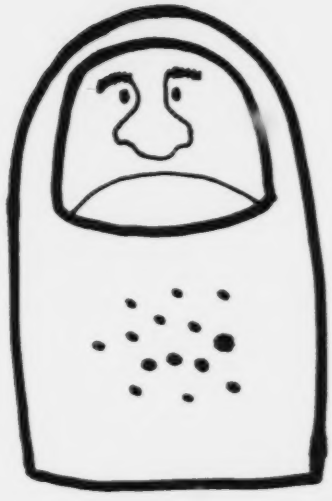


Giant's Toe Finger Puppets

Materials:

Construction paper or two pieces of felt or interfacing, 3x6" long
School glue or fabric glue if using material
Felt tipped markers

- Using the pattern shown below, cut out two giant toes for the giant toe finger puppet.
- Glue the two pieces together around the outer edges only so the index finger can be slipped into the puppet.
- Decorate giant toe with markers, adding such details as toenails, hair, sandals, etc.

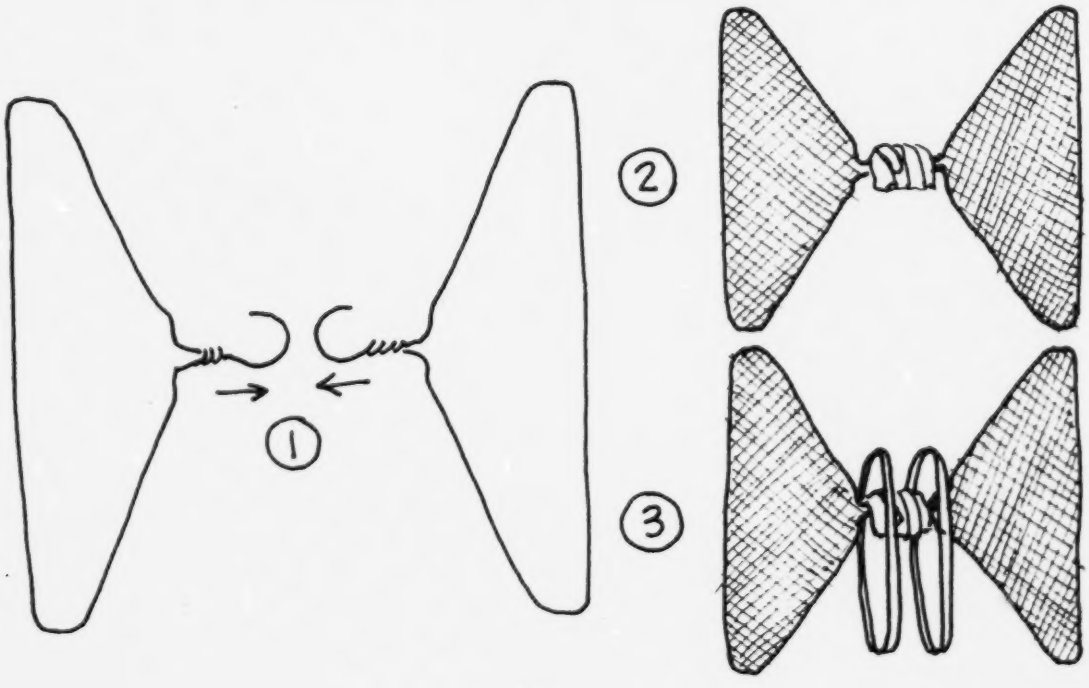


Wings

Materials:

2 wire coat hangers
Masking tape
24 inches of ½" elastic
Choice of wrapping material
Suggestions are: opaque stockings, dark plastic garbage bags, netting (possibly sprinkled with glitter), iridescent paper ribbon (or paper craft twist)

- Overlap and wrap the hooks with masking tape (to hold together and protect the person wearing the wings) See illustration.
- Wrap the wire wing shape with the material of your choice. Stockings and plastic bags could be stretched across the wings and tied at the center. Netting could be glued on both sides of the wings and wrapped in the center. The paper ribbon is just opened up and wrapped around the shape with a slight overlap; taped in places and at the ends with transparent tape.
- To wear the wings, make elastic loops from two 12" long pieces of ½" elastic. Sew ends of elastic together, slightly overlapping. Simply put these loops over the wings so they are resting in the center overlapped area.
- To wear, insert arms into loops and wear as one would wear a backpack. Can bend wings slightly, away from the body, to give them more dimension.



GAMES AND MOVEMENT ACTIVITIES

Games and Movement Activities
Dance

Dance Contest:

Have a dance contest. Give prizes for all types, fastest, most creative, most graceful, funniest, slowest, etc.

Variations:

Have dancers freeze as music starts and stops. Whoever moves first drops out until one or two dancers are left.

60 second dance:

People stop dancing when they think 60 seconds is up. The one to come closest to 60 seconds wins.

Vacations and Letters

Telegram Teasers:

Everyone needs several pieces of paper and a pencil. Several players say the first letter that comes to mind, such as P K H D L. Write them on a chalk board or a large piece of paper where everyone can see.

Players must write a telegram that uses these letters as the first letter in each word such as "Please keep happy dancers laughing" or write "Pencils know how. Don't lose." Encourage players to try and write sentences that make some kind of sense.

Fold telegrams and pass them around to let others read out loud.

Pony Express Postcards:

A pencil and postcards for each team and questions for the sender will be needed for this activity. Divide players into two teams and stand in two lines.

Each team has a sender and a responder. Each team sender needs several questions that need a reply, such as, "If we travel to Wyoming could we see the Rocky Mountains?" or other relatively easy travel or geography questions.

Each team player stands several yards apart. The sender is on one end and the responder is on the other end. The sender runs to the second person in line and asks a question. The second person runs and asks the next person in line who runs to the next and so on until they reach the responder who must write an answer on the postcard and send it back through the line to the sender. The first team to finish and have the correct answer wins.

Team members can take turns being senders and responders.

Postman:

Players stand in a circle. Each player is given the name of a town that they represent. One player is chosen to be a postman and given a rolled up newspaper. There are four designated mailbox areas outside the circle.

The postman starts the game by saying, "I have a letter from New York" and places the newspaper in one of the mailbox areas. The player representing New York must get the newspaper and tag the postman with it, before the postman occupies New York's space left in the circle. If he does not tag the postman in time, then he becomes the postman and the game continues.

Giants

Giant Stomp:

Tie balloons to a ribbon and tie the ribbons around each child's ankle. Giants try to stomp each other's balloon. Last balloon left is the giant of giants. (This is not a game for the timid.)

Giant Steps (or May I):

Establish a start and finish line. The leader stands behind the finish line. The players spread out across the start line. The leader gives the first command such as "Howie, you may take three giant steps." Howie must then ask "May I?" If he doesn't say this, his turn is over. If he does the leader will say "Yes, you may," in which case Howie then takes three giant steps towards the finish line. The leader can arbitrarily change his or her mind and give another command, "No, you may not. You can take five giant steps. Again, Howie must ask, "May I?" or lose his turn. It is recommended that an adult be the leader so that all the players get an opportunity to play. Various steps that can be used are giant steps, baby steps, scissor steps, hops, jumps, twirls, backward steps, etc.

Giant's House:

The game leader tells the players they are going to visit a giant's house. Everything there, of course, is of gigantic proportions. The rest of the players are divided into equal teams. Each team has their own area or part of a room. The entire group skips around in a circle singing. (Tune: "Polly Put the Kettle On")

Come inside the Giant's house,
Come inside the Giant's house,
Come inside the Giant's house,
And see what you can see.

When the song is over the game leader says, "I see the giant's glasses, (or chair, or book, etc.)." Each team then runs to its own area and using every member makes itself into that object. The game leader then decides which team looks most like the object stated.

Socks

Socky-Locky Tag:

Use a rolled up sock to play tag instead of a ball.

Socky-Locky Toss:

Use a rolled up sock and a large shoe (or substitute any container). Place shoe on a slant with the opening at the top. Try to toss the sock into the shoe. Give each player three turns. The first player to get three points (one point for each successful toss) wins.

Stocking Stuffing Relay:

Players are divided into two equal teams. On the opposite end are two baskets of wrapped packages. It should be possible to get all the packages into the sock.

Each team gets a sock. The first player in each group runs to the basket and must put all the packages in the sock. He then takes them back out and runs the empty sock back to the next player on the team, who repeats the process. The first team done wins.

Sock It To Me Relay:

Divide the group into two teams. Give each team a large sock that will easily fit over children's feet with their shoes on. When the leader says "Sock it to me," the first child of each team turns around and tries to put the sock on the next child's foot. The child getting the sock pulled on must keep hands behind him until the sock is on. This child then takes off the sock and puts it on the next child. This continues until the last child in the line hops in stocking foot to the beginning of the line. The team to finish first wins. The leader then pulls out two more socks with treats inside for everyone. This game has been reprinted with permission from Glad Rags by Jan Irving and Robin Currie (Libraries Unlimited, 1987.)

Animals and Tracks

Bear Paw Bop:

For this game, players must first make bear paws from tagboard, with elastic attached that they may slip their hands under. Each player should have two paws. Players try to keep a balloon in the air and not touch the floor by bopping it with their paws.

Groundhogs:

Players are divided into groups of threes and scattered around the play area. Two of the three join hands and form a groundhog home. The other player is

a groundhog and gets between the two players holding hands.

In addition to the groups of threes, there should be two extra players, a homeless groundhog and a hunter. The play begins when the hunter chases the homeless groundhog. When the groundhog gets tired and can no longer elude the hunter he may go into another groundhog's home causing that groundhog to pop out and elude the hunter. If the hunter catches a groundhog, he then becomes a groundhog. Take turns being homes and groundhogs and the trapped groundhog becomes the hunter.

Fox! Run, Rabbits Run!:

Depending on the size of the group the librarian may choose one or two foxes. Foxes go to the far end of the playing area and sit in their "foxhole", with their backs towards everyone. The rest are rabbits. They line up at the other end of the play area, facing the backs of the foxes. A leader than says "Rabbits, go eat," the rabbits creep across the playing area toward the foxes until the leader yells "Fox! Run, rabbits, run!" The foxes then jump up and try to touch the rabbits before they return to their starting line. Rabbits who are caught become foxes until there is one rabbit left.

Mystery

Peek and Seek:

Have everyone walk around the play area in any direction. Say, "Whenever you see an empty space move towards that space and fill it. Then keep going, filling other spaces." <u>It is important that everyone moves silently!</u>

After a few moments of walking around, give these instructions: "You are each a detective. Select someone in this room to observe. As you walk around the room make sure that you keep that person in your sight at all times, but do not let that person know that you are watching."

Let everyone do this for a few moments. Remind them not to talk. Players must try to figure out who is watching them at the same time they are watching someone else.

To end the activity, say "Follow your person wherever they go." Eventually players should arrange themselves in a line. Then ask players if they can identify their detectives.

Missing Person:

Group is seated together in an area. One person is selected to be "it"; and turn away from the group and close their eyes. Another is quietly selected to leave the room and the rest are asked to change places. The person asked to turn

away and close eyes is then asked to turn around, while the group slowly counts to ten and guesses who has left the room. If the person guesses correctly, before the group is done counting, she may have another turn. If not, the player who was chosen to leave the room is now "it".

Undercover Movements:

Players sit or stand in a circle. One player is chosen to be it and sent from the room. Another player is chosen to lead the undercover movements.

The leader begins a movement, such as tapping a foot, while the rest of the group follows with the same movement. Players should try to watch the leader but not be obvious and blow her cover.

The person comes back into the room and stands in the center of the circle. All those in the circle continue the movement. The leader changes the movement and everyone must follow. The person in the center of the circle tries to determine who is the leader of the undercover movements. When the leader is discovered she must leave the room; a new leader is chosen and the game continues.

Murder:

Write down a very short and silly murder synopsis. (The synopsis should be short to fit on a playing card.) Include the location, the weapon and the motive. For example: "The victim was killed with a cream pie in the deli to help her lose weight" or "The victim was tickled to death with a feather at the pet store because he stole my crackers." Tape the slip of paper to the face of the Ace of Spades. (Don't tape it so that others can see the tape.) Shuffle the cards and pass them out to all the players. Tell the players to look over their cards secretly and see if they have the Ace of Spades, or the Joker. The player holding the joker is the victim and the player with the Ace of Spades is the murderer. The murderer must discreetly memorize the crime information and everyone must tuck their cards out of sight.

Turn the lights off and on for a moment. While the lights are out the victim falls to the floor, pretending to be dead. When the lights are turned back on, the rest of the players ask each other questions about the murder (including the murderer who remains anonymous). The murderer must answer any question truthfully. The one question players cannot ask is "Are you the murderer?" The players are allowed to use a piece of paper and a pencil to record their information. The player who first discovers the murderer, location, weapon and motive wins the game. (If need be the librarian can help players by preparing some questions to ask on index cards and passing them out to help them solve the murder.)

Fairy Tales

Cinderella's Slipper, Hide and Seek:
Use a really fancy shoe to play hide and seek.

Fairyland Quiz:
Ask questions from fairy tales such as "What are the names of the seven dwarfs?" or "Who spun straw into gold?"

Ring Ring Who's Got the Ring:
Since almost all fairytales end "happily ever after" play "Ring, Ring, Who's Got the Ring" or choose another fanciful object to play with. This game is played in the manner of "Button, Button, Who's Got the Button."

Feet

Foot Race:
Use two pieces of newsprint in the shape of feet for each team. These should be a little larger than the size of children's feet.

After the leader says "Go", the first player on each team puts first one piece of paper on the floor and steps on it then the other, repeating this process for an established distance and then returning to the next player in line who does the same until one of the teams wins the relay.

If players step onto the floor instead of the footprint, they return to the starting line and begin again.

Toes Nose:
Players sit in a circle. The leader begins play by turning to player next to her and says "This is my toe" while pointing to his nose. The next person repeats and adds another silly statement, such as "This is my toe," and points to her nose and then "This is my foot" and points to her elbow. This continues around the circle until every one is mixed up. When nobody can remember the silly order, start again.

Frogs

Frog Jumps the Mississippi:
Place two 6 foot lengths of rope or string on the ground, parallel to each other. Start with them at the beginning of the Mississippi about 12 inches apart. As the players are all able to jump the river, the river gets wider. As players miss, they drop out until one frog is left who can jump the mouth of the mighty Mississippi.

Frogs in the Sea:

Players stand in a circle around five "frogs" who sit with their feet crossed. The players in the circle skip (if on land) and walk (if on water) close to the frogs and back, repeating "frogs in the sea, can't catch me." The frogs must tag a player without rising or uncrossing their feet. When players are tagged, they become frogs until all the players are frogs.

A What? A Frog:

A small object such as a marble, a pebble, or a bean bag is needed to play this game. The object is passed around the circle. The first player passing it says "This is a frog." The second player says "A What?" The first player says "A frog." The second player passes it to the next person and says, "This is a Frog" etc. Dialogue and object are kept going around the circle as long as possible without any mistakes.

Ducks

Duck, Duck, Goose:

All of the players sit cross-legged in a circle. These players are the ducks. Pick one child to be the fox. The fox walks slowly around the outside of the circle tapping each duck's head lightly saying, "Duck" with each tap. After a few taps, the fox chooses a goose by tapping a player's head and calling out, "GOOSE!" The goose must jump up and chase the fox and try to catch him before he runs around the circle and takes the goose's place. If the fox sits down in that place before he is touched by the goose, he becomes a duck and the goose becomes the fox. If the goose does not catch the fox, the fox tries again.

Shoes

Shoe Stew:

Shoes from all the players are piled in the center of the playing area. Everyone randomly picks two different shoes that are not her own. After putting on the shoes (without tying or buckling them) each player ties to locate the matching shoes. When one matching shoe is located, both players put their feet next to each other, shoe to shoe. Both players continue to search for the matches to the other shoes. Players will have to twist and hop together. Everyone will end up in a twisted tangle of arms and legs.

Shoe Biz:

Each player removes one shoe and places it in a pile in the middle of the circle. Then each player takes a shoe and gets back in place. Everyone holds hands but still holds the shoe. At this point the players try to return the shoes to owners without letting go of a neighbor's hand.

Hello Shoe:

All players take off their shoes and sit in a circle with the shoes in front of them. At the leader's signal, they pass the shoes around the circle. Whenever the leader calls, "Change" the passing goes in the other direction. When the leader calls, "Find" players must be on the lookout for their own shoes, and as they get them, they keep them. Continue to pass the shoes until players get their own shoes back.

Buckle My Shoe Relay:

Set up relay stations to coincide with the nursery rhyme, <u>One Two, Buckle My Shoe</u>. An adult or older child helper goes along to each station with the team members, being sure that station's activity is completed before moving on.

Children all take off one shoe before beginning the game. On their turn, they carry it with them to the first station. (Alternative: A large shoe is provided at each team's first station; player puts it on, then removes it before moving on.) The five stations and their activities are:

Station One, Two:	Child puts on his shoe and "buckles" it (younger children will need help tying) or use alternative above.
Station Three, Four:	Child closes an open door, a Book (watch fingers!)
Station Five, Six:	Child picks up six (6) popsicle sticks or twigs. Challenge: Put out more than 6 sticks. They must count out only 6 to take to the next station.
Station Seven, Eight:	Child puts the six (6) sticks in a row, a straight row.
Station Nine, Ten:	Child goes to the station, then runs back to the beginning and tags his next teammate to go.

A series of stations will be needed for each team. Another helper will be needed to re-set each team's stations before the next child comes. (Open the door/book and take popsicle sticks back to Station Five, Six.)

Shoe Toss Game:

In an open area, have children balance one of their shoes on their toes. On the count of three, they toss their shoe as far as they can. Watch out! Shoes will fly every direction.

Shoe Pile:

Everyone takes off one of their shoes to put into a pile of shoes at another end of the room. Be sure to have extra shoes to add to the pile! A staff member

will stir up the pile. On the count of three, everyone runs to find their own shoe. Depending on the number of children, you may need to break into groups to do this, after ALL shoes are in the pile.

Another version for "older" children:

Have everyone remove their shoes when they come into the library. Put them into a big pile with plenty of extra shoes. Each child has a partner. Given the start signal, they describe their shoe to their partner. The partner is then sent off to find the correct shoe in the pile. Upon finding the right shoe, the other partner gets a turn to do the same thing. Clues may be shouted from the owner of the shoe. May need to limit the number of wrong guesses.

Whose Shoes:

Collect shoes from people in your community to use for this activity. This can be an ongoing challenge, an ice-breaker, or a single time activity.

The shoes are displayed in the library and the children are given the chance to match the shoes with a list of the owners. The person to match the most correctly could win a prize - a pair of socks!

When asking for shoes choose community helpers, people with a variety of occupations, athletes, and community leaders. Some possibilities include the fire chief's boots, the shoe salesman's sample, the high school drum major's boot, the mayor's shoe, a track cleat, a nurse's white shoe, a baby's bootie, the librarian's shoe. The possibilities are endless. Check with the hospital for surgical booties, with the utility company for that special thing clipped onto the workmen's shoes to climb the poles, with a football or baseball player for his special shoes.

Action Movement

A Basic Hopscotch Game

Each player throws a marker into square 1. (A marker can be any object heavy enough to reach the end of the board and flat so as not to roll.)

The first player hops over 1 into 2, then into 3, places both feet down (one foot in 4, one in 5), hops into 6, two feet in 7 and 8, hops into 9, places two feet in 10, jumps around, and hops back the same way, picking up the marker while standing on one foot in square 2. The player then hops into square 1 and out.

The player then throws the marker into square 2 and the same procedure is repeated until the player misses.

Rules:

A player loses a turn if she hops onto a line, or into the wrong space, or puts two feet instead of one.

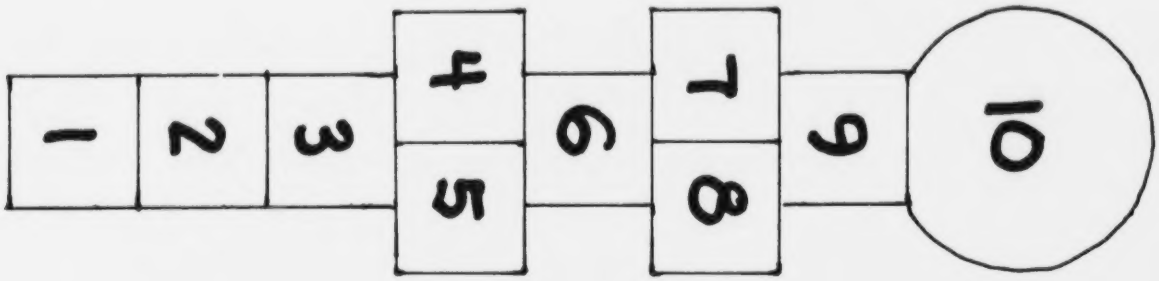
If a player throws the marker into the wrong space or on a line, she places the marker where it belongs, but loses a turn.

Any square that contains a marker is hopped over by all the players

After a player misses a turn, she continues the next turn where she left off.

When a marker is in one of the double squares, she must hop into the adjoining square instead of putting both feet down.

The first player to place a marker into each square and hop successfully wins.



Hopscotch:

A basic hopscotch game is described but there are many variations of hopscotch including multiple player version. Masking tape my be used on the floor or chalk for an outside chalk version. See recipe for Giant Chalk Stick in Crafts Section. Consult Hopscotch Around the World by Lankford listed in the Bibliography of this manual for many examples.

Wally and Wendy Take a Walk:

Everyone stands in a circle. The first player begins by saying "Wally took a walk". The rest of the group answers "How did Wally take a walk?" The first player adds a movement and says, "Wally went for a walk like this, like this." The other players copy the movement and respond, "Like this, like this." Group continues this movement until the next player repeats the process, "Wally went for a walk like this" and adds another movement. Everyone repeats until people are so confused they dissolve into laughter.

Jump:

A 2 inch brightly colored cardboard disk is needed to play. Players stand in a circle with one player designated as "it" in the center of the circle. The disk is hidden under the foot of someone in the circle. When "it" shouts "JUMP" all the players jump up and down once, while "it" tries to spot the disk. If they succeed, the one whose foot it is under becomes "it" and the game proceeds until as many players as possible have a turn.

Musical Instruments and Accessories for Marching Feet Activities

Here are a variety of rhythm and musical instruments to make for a marching band activity:

- Partially fill a L'Eggs pantyhose container with raw rice. Tape shut with masking tape or partially fill any container such as margarine tubs, oatmeal boxes, "squeeze" drink bottle, etc. with raw rice, dried beans or sand. Tape shut with masking tape and decorate as desired.

- Safety pin small bells around a sturdy paper plate or punch holes in the plate and tie the bells on to make a tambourine.

- Make a bell bracelet by stringing several small bells on a piece of yarn. Tie a knot between each bell and then wrap the yarn and bells round your wrist or ankle and tie.

- Cover one side of a wooden block with sandpaper. Place the sandpaper side up and tack or hot glue into place. Rub together for a shuffle sound.

- Cut a piece of waxed paper about double the size of a comb. Fold the wax paper in half and place the comb teeth side down into the fold. Place your lips over the comb and move it from side to side and hum.

- Put three or four paper clips into a balloon. Blow up the balloon and tie. Shake the balloon to make a drum-like sound.

- Remove the lid from a shoe box or other small box. Stretch rubber bands of various widths around the box for an easy "guitar".

- Stretch a ½" wide rubber band (often found around mail) between your two hands. Strum with your thumbs. (This makes a great frog sound for "Froggie Went A-Courtin'". Little people can sit and stretch the rubber band between their feet and strum with their hands.)

- Don't forget pan lids as cymbals, wooden spoons on pan bottoms and blowing into empty bottles. (Remember if the bottle is glass, children should sit and play and not walk.)

Marching Band Pom-Poms:

Style 1

Materials:

Newspaper
Masking tape
Scissors

- Open several sections of newspaper so that it is no longer folded either vertically or horizontally.
- Starting at one end, either vertically or horizontally, roll up the newspaper. Secure with tape.
- With scissors cut every ½" vertically down the roll until about 6" from the end.
- Hold at the uncut end and shake for an easy pom-pom.

Style 2

Materials:

Shredded color mylar (sold in stores' wrapping paper departments)
A dowel, stick or straw
Tape

- Starting at one end, tape strands of mylar around the dowel.
- Skip down about ½" and continue until several inches from the bottom.
- Hold at the uncovered end and shake to the rhythm of the music.

ACTIVITY PAGES

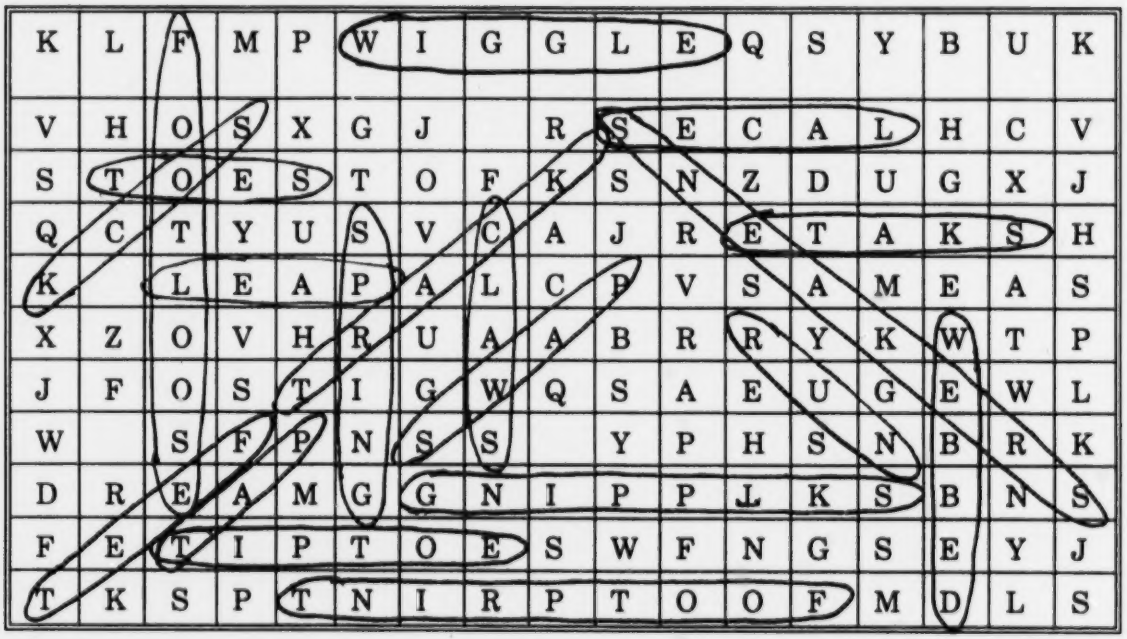
WORD SEARCH

Spring
Sock
Leap
Tracks
Skipping
Claws
Tiptoe
Paws
Tap
Footloose
Skate
Laces
Wiggle
Toes
Sneakers
Webbed
Footprint
Run
Feet

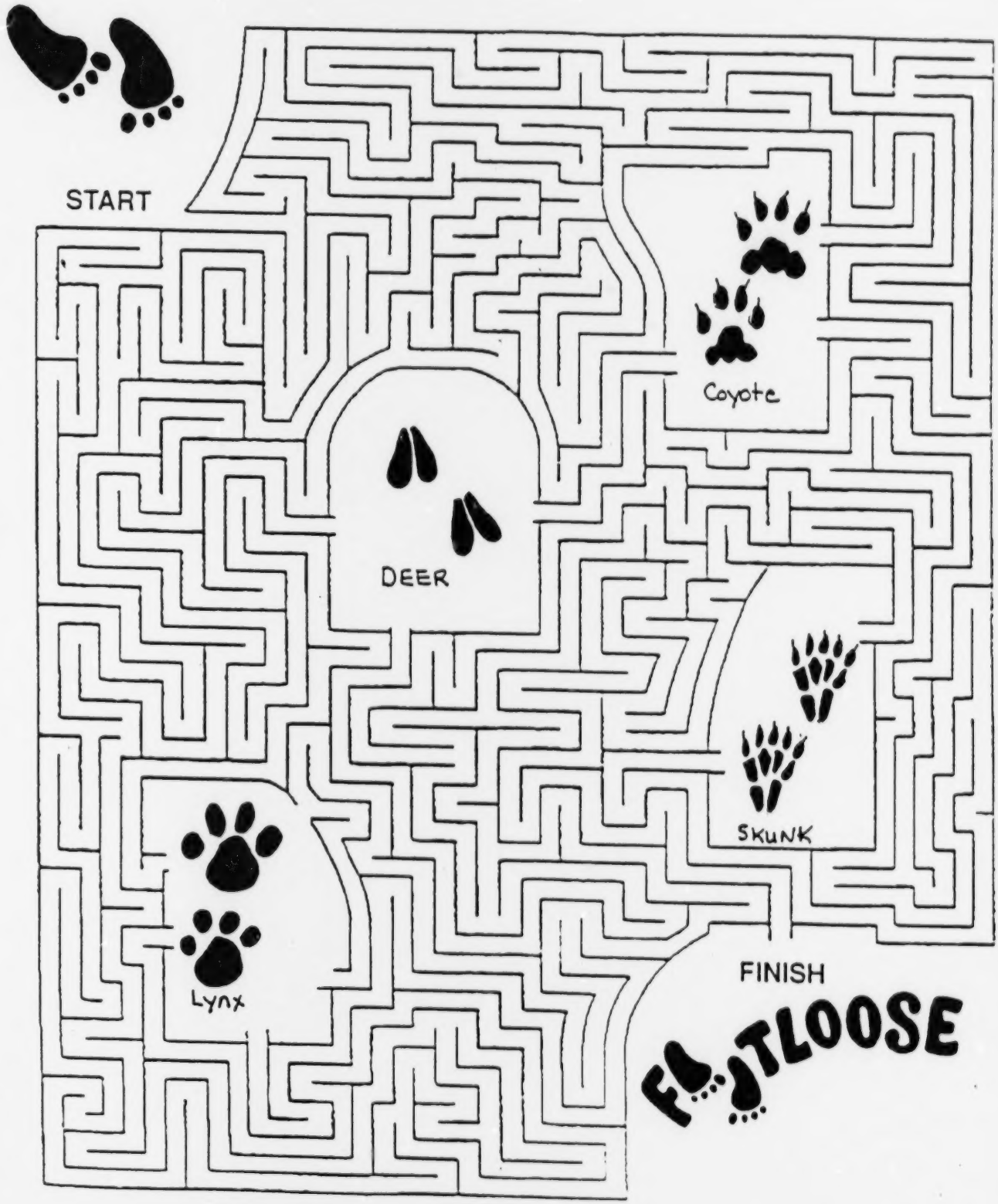
K	L	F	M	P	W	I	G	G	L	E	Q	S	Y	B	U	K
V	H	O	S	X	G	J		R	S	E	C	A	L	H	C	V
S	T	O	E	S	T	O	F	K	S	N	Z	D	U	G	X	J
Q	C	T	Y	U	S	V	C	A	J	R	E	T	A	K	S	H
K		L	E	A	P	A	L	C	P	V	S	A	M	E	A	S
X	Z	O	V	H	R	U	A	A	B	R	R	Y	K	W	T	P
J	F	O	S	T	I	G	W	Q	S	A	E	U	G	E	W	L
W		S	F	P	N	S	S		Y	P	H	S	N	B	R	K
D	R	E	A	M	G	G	N	I	P	P	I	K	S	B	N	S
F	E	T	I	P	T	O	E	S	W	F	N	G	S	E	Y	J
T	K	S	P	T	N	I	R	P	T	O	O	F	M	D	L	S

WORD SEARCH KEY

Spring
Sock
Leap
Tracks
Skipping
Claws
Tiptoe
Paws
Tap
Footloose
Skate
Laces
Wiggle
Toes
Sneakers
Webbed
Footprint
Run
Feet



Visit each animal before you exit the maze.



Whose Footprints?

1.

2.

3.

4.

5.

6.

Whose Footprints?

1. Bullfrog
2. Swan
3. Bobcat
4. Bear
5. Wolf
6. Chipmunk

FOOTLOOSE

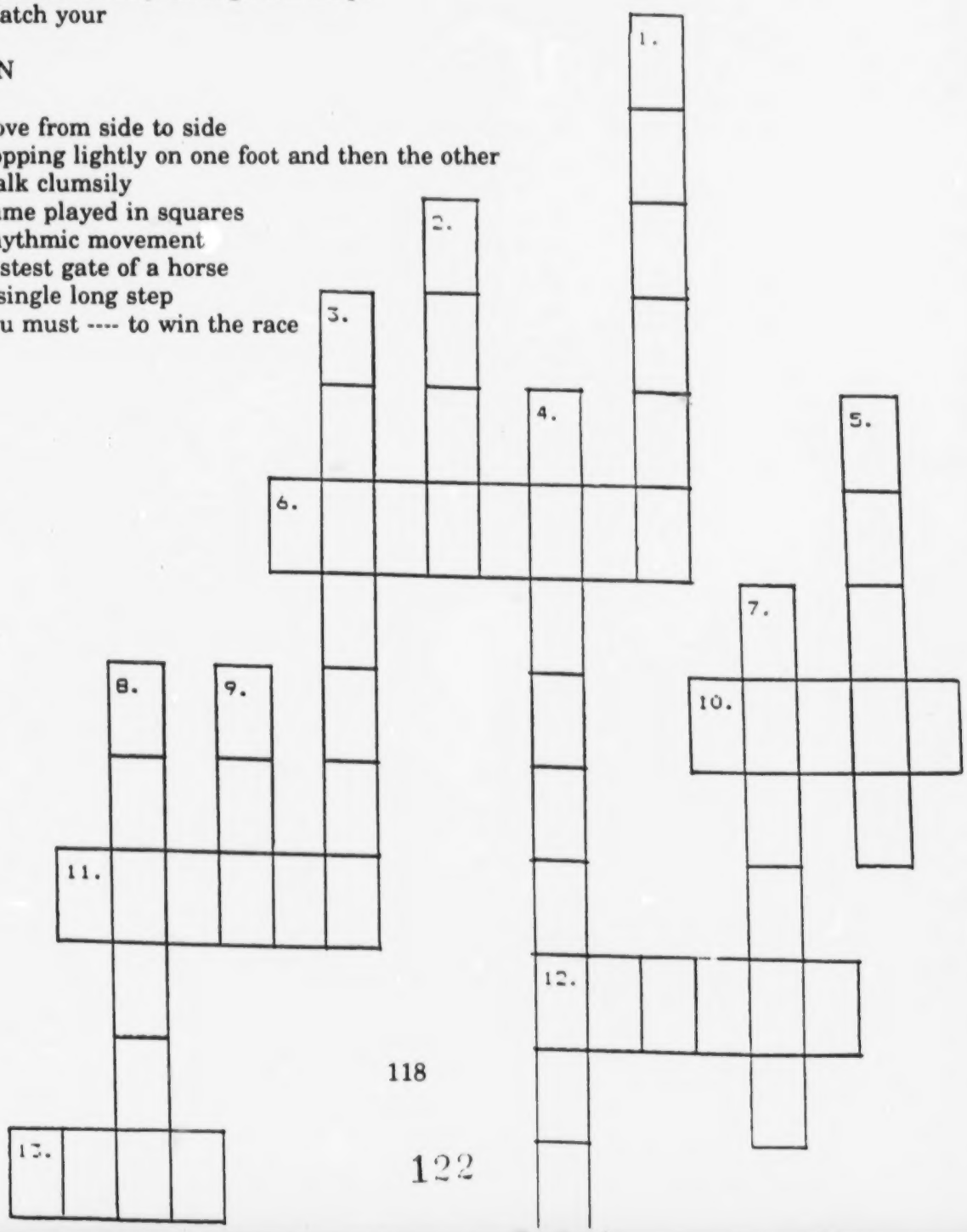
Use Your Feet

ACROSS

6. You can skip it
10. Steady steps of equal length
11. Reindeer do it
12. Walk cautiously through the tulips
13. Watch your

DOWN

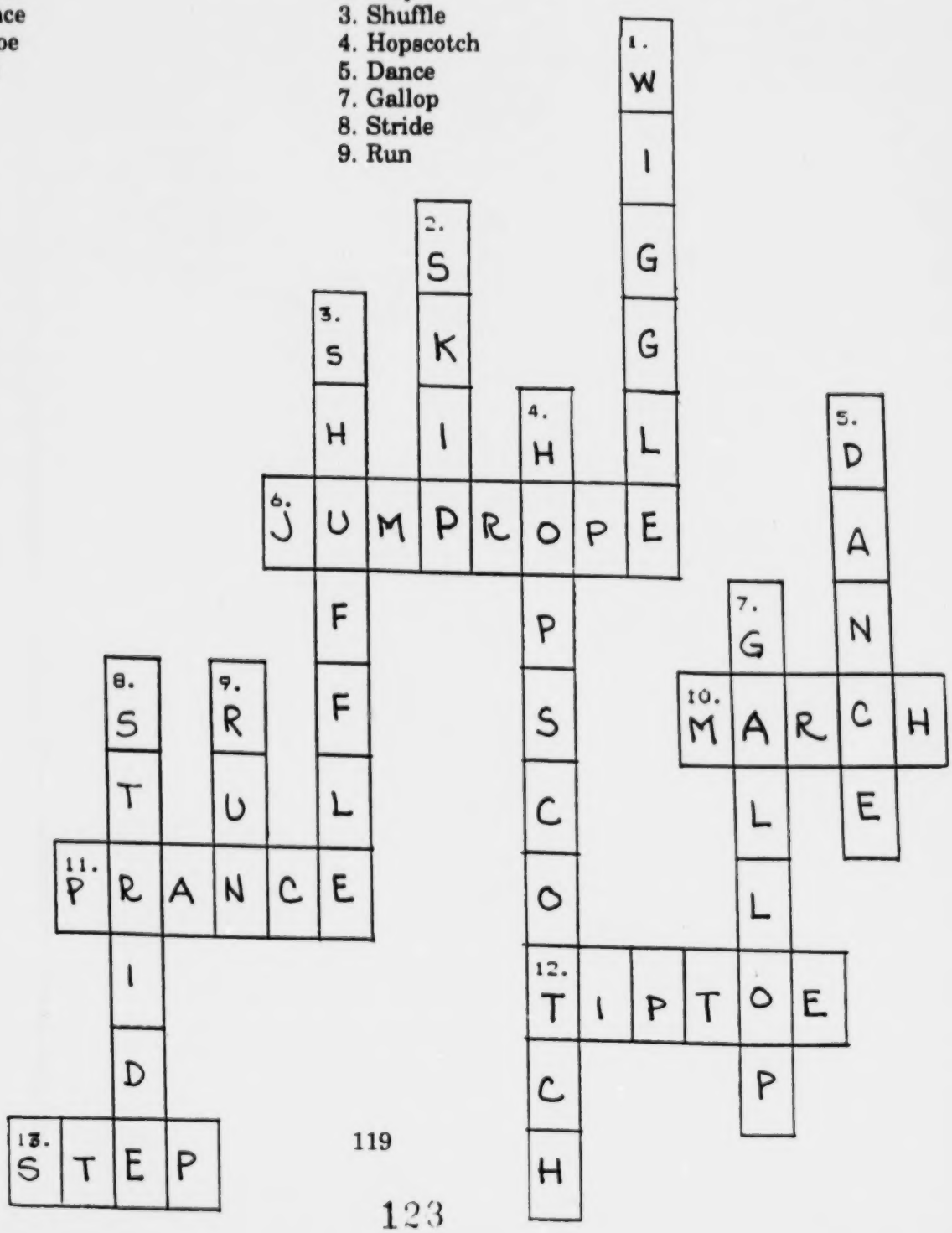
1. Move from side to side
2. Hopping lightly on one foot and then the other
3. Walk clumsily
4. Game played in squares
5. Rhythmic movement
7. Fastest gate of a horse
8. A single long step
9. You must ---- to win the race



Answer Key to Use Your Feet

ACROSS:
6. Jumprope
10. March
11. Prance
12. Tiptoe
13. Step

DOWN:
1. Wiggle
2. Skip
3. Shuffle
4. Hopscotch
5. Dance
7. Gallop
8. Stride
9. Run



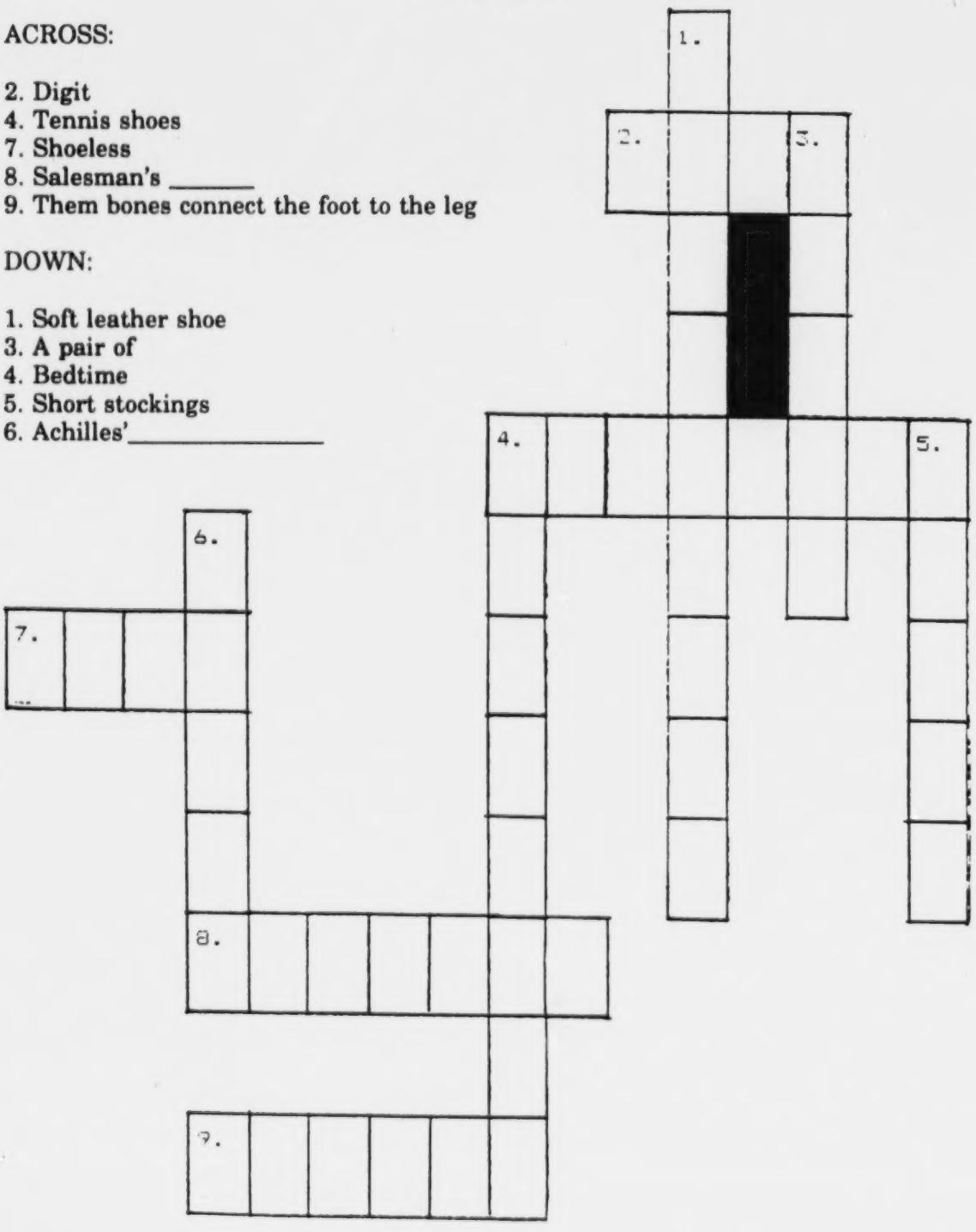
On Your Feet

ACROSS:

2. Digit
4. Tennis shoes
7. Shoeless
8. Salesman's _____
9. Them bones connect the foot to the leg

DOWN:

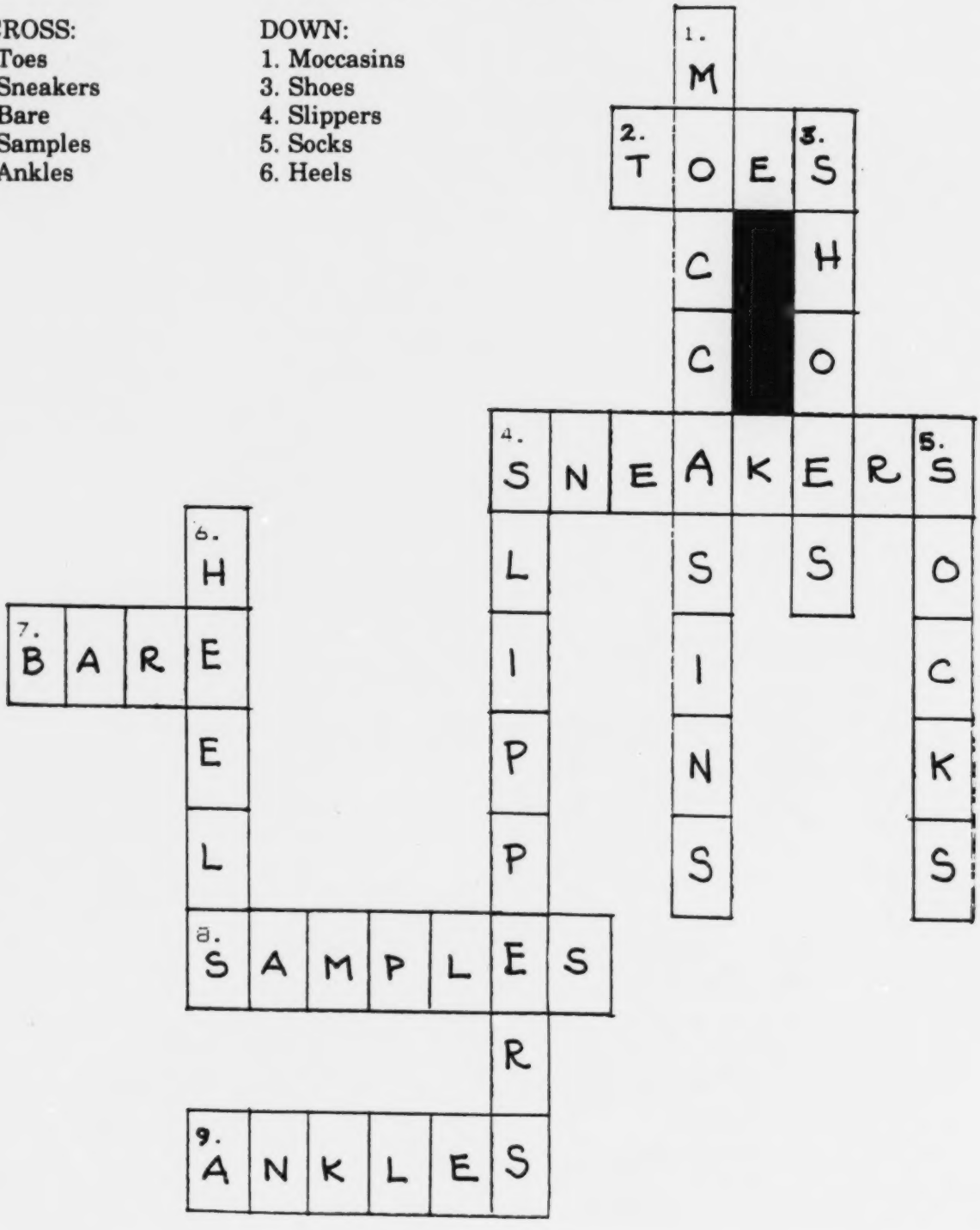
1. Soft leather shoe
3. A pair of
4. Bedtime
5. Short stockings
6. Achilles'_____



Answer Key to On Your Feet

ACROSS:
2. Toes
4. Sneakers
7. Bare
8. Samples
9. Ankles

DOWN:
1. Moccasins
3. Shoes
4. Slippers
5. Socks
6. Heels



RESOURCES

People Resource List

In order to help libraries set up programs with outside presenters, the following tips may be useful:

1. When contacting presenters, be clear about your expectations.
2. Confirm details in writing with the presenter.
3. Enclose a map to your community with the confirmation letter and directions on how to find the library or meeting place for the program.
4. Have enough adults present for the program so the crowd can be carefully monitored. Crowd control takes more than one person.
5. Be available to help the presenter carry in equipment, show this person the location of bathrooms, etc.
6. Provide a glass of water for the guest.
7. Generally be aware of what is needed to make the presentation successful.

The following list of performers and resource people may be able to help libraries create a variety of programs. Please remember that inclusion of this information does not constitute an endorsement or promotion of any individual or group listed by the State Library.

Name of Person or Group:
Aunt Betty the Story Lady

Contact Person: Betty Husted
1203 16th Street
West Des Moines, Iowa 50265

Phone: 515-224-5926

Description: Aunt Betty is a storyteller who incorporates drawing in her stories, also tells Iowa historical stories. Likes to work with groups of 25-30 children, ages 4-10.

Fee: Starts at $75 plus mileage

Name of Person or Group:
Beth Clarke Studio of Dance

Contact Person: Beth Clarke
118 High Ave.
Ames, Iowa 50010

Phone: 515-232-8908

Description: Dance demonstration and instruction can include ethnic dances, games to develop large motor skills, country line dancing, creative movement and interpretive dance.

Fee: $30.00 per mile plus mileage.

Name of Person or Group:
Bev Stuhr and Her Live Reptiles

Contact Person: Bev Stuhr
109 Peterson
Alta, Iowa 51002

Phone: 712-284-2611 (winter)
712-434-5604 (June-September)

Description: Brings her live reptiles show to libraries as either a program or petting zoo. She has a variety of reptiles including two very friendly crocodiles, turtles, tortoises and a monitor lizard. She also has two skunks. Her summer fills up early so booking ahead is encouraged.

Fee: $75 plus mileage

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Travel Range: Anywhere, possibly a higher fee if distance is great.

Name of Person or Group
Bill Hoyman

Contact Person: Bill Hoyman
6619 SW 30th
Des Moines, Iowa 50321

Phone: 515-285-0478

Description: Folksinger accompanies himself on guitar, performing children's songs. Originals as well as standards. Elementary Counselor/Teacher has experience in performing for school assemblies.

Fee: $100 includes travel. Prefers to book several places in one area.

Travel Range: Anywhere

Name of Person or Group
Charles Ginter

Contact Person: Charles Ginter
Indianola Public Library
207 North B Street
Indianola, IA 50125

Phone: 515-961-9418

Description: Program entitled "Shoe Art 101" is a demonstration of how to think and learn about art through shoes decorated in the manner of various artists. Examples of art will be shown through slides and scrapbooks. Travelling exhibit of shoes available; could do workshop on creating shoe art. Also can do dinosaur program for interested libraries.

Fee: Negotiable

Travel Range: Statewide

Name of Person or Group:
Charles Reetz

Contact Person: Charles Reetz
1004 16th Ave., North
Fort Dodge, IA 50501

Phone: 515-955-6809

Description: Performs a juggling and comedy routine with a lot of audience participation for children or adults. He can provide a 15 minute, 30 minute, or 60 minute program.

Fee: Negotiable

Travel Range: Up to 125 miles

Name of Person or Group:
Cholly's Clown Magic

Contact Person: Charles Johnson
6750 School Street #856
Des Moines, Iowa 50311

Phone: 515-255-0681

Description: Comes in as a grandpa, puts on makeup then does a magic show for any size of group, at any location, especially children ages 4-10. Show lasts 60 minutes.

Also listed with Korn Patch Klown Members at the end of this resource list.

Fee: $50 fee plus mileage beyond Des Moines

Travel Range: 50 mile radius from Des Moines.

Name of Person or Group:
Farm Safety 4 Just Kids

Contact Person: Lynne Yontz
P.O. Box 458
130 E. 1st Street
Earlham, Iowa 50072

Phone: 515-758-2827

Description: Programs for children and adults about risks involved in farming. They use puppets, videos, and have coloring books.

Fee: Negotiable

Name of Person or Group:
FAX

Contact Person: John Faxon Gilbert, Jr.
P.O. Box 1893
Fairfield, Iowa 52556

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Phone: 515-472-5678

Description: Mime and magic combine to tell stories, blend movement, music, and illusion.

Fee: Negotiable

Travel Range: Statewide

Name of Person or Group:
Gayle Hartwig

Contact Person: Gayle Hartwig
55 Prospect Place
Iowa City, Iowa 52246

Phone: 319-337-2780

Description: Performs a variety of song programs--folk songs, songs from an Iowa front porch, can make programs to meet library need; has done library box lunch programs and community programs.

Fee: $150. Includes mileage but can be flexible.

Travel Range: Anywhere

Name of Person or Group:
Gwynne and Jellybean

Contact Person: Gwynne Burke
1217 S. W. 2nd
Ankeny, Iowa 50021

Phone: 515-964-3664

Description: Musical and story program. Jellybean is a 250# dog who lays on a doghouse, responds to children. Program focuses on self esteem, disabilities, teaches sign languages, interactive with puppets. Appropriate for pre K-6

Fee: $150 plus 22¢ a mile travel

Travel Range: no limit

Name of Person or Group:
Iris Ericksen, storyteller

Contact Person: Iris Ericksen
R.R. 2
Dows, IA 50071

Phone: 515-852-4326 (work)
515-852-4559 (home)

Description: Folkteller; any age or size, down home tales.

Fee: Adjustable plus mileage

Travel Range: Anywhere

Name of Person or Group
Jim Kenaga Magic

Contact Person: Jim Kenaga
915 Oak Street
Osage, Iowa 50461

Phone: 515-732-5411

Description: Program includes magic, comedy and stories with an emphasis on reading. He can work with any size of group of children or adults. Can do a program on the Footloose theme.

Fee: Begins at $100.00

Travel Range: All over Iowa

Name of Person or Group:
Joan Diamond

Contact Person: Joan Diamond
1123 Franklin Street
Cedar Falls, IA 50613

Phone: 319-266-4347

Description: Storytelling program for preschool and elementary school age people and lasts about 40 minutes.

Fee: $150 plus mileage and meals

Travel Range: Statewide

Name of Person or Group:
Jocko and the J's

Contact Person: Jim Williamson
1638 Waterloo Rd., P.O. Box 890
Cedar Falls, Iowa 50613

Phone: 319-266-8654

Description: Performs with live organ grinder monkeys. Program suitable for all ages, large or small audience. Jim's wife, a former teacher, provides educational background on monkeys.

Fee: Please contact.

Travel Range:

Name of Person or Group:
Keith West Magic

Contact Person: Keith West
1160 56th Street
Des Moines, Iowa 50311

Phone: 515-277-8231

Description: Provides magic and comedy to children or adults. His program can be tailored to meet your needs.

Fee: Begins at $100.

Travel Range: Will travel statewide

Name of Person or Group:
L and L Clowns (Sparkle and Lollipop)

Contact Person: Lynn Deal
310 NE Oak
Ankeny, IA 50021

or

Lucy Kluever
822 NE Trilein
Ankeny, IA 50021

Phone: 515-964-2039
or 515-964-1805

Description: Sparkle and Lollipop use songs, magic juggling, and comedy to kids of all ages, create programs to fit any theme. Also do face painting and balloon sculpture. Also listed with Korn Patch Klown membership at the end of this resource list.

Fee: Starts at $75.00 plus mileage.

Travel Range: Statewide

Name of Person or Group:
Lana Lyddon Hatton

Contact Person: Lana Lyddon Hatton
201 1st St. NW
Mitchellville, Iowa 50169

Phone: 515-967-6865

Description: Participatory creative movement for any age, preschool through adult, any size group; program can be tailored to the library's needs.

Fee: Negotiable

Travel Range: Statewide

Name of Person or Group:
Mary Anderson and Suzi Q.

Contact Person: Mary Anderson
P.O. Box 16056
Des Moines, IA 50316

Phone: 515-263-9532

Description: Ventriloquist and puppet program includes storytelling. Few Summer 1994 dates still available. Inquires should be made as soon as possible.

Fee: Varies

Travel Range: Statewide

Name of Person or Group:
Miss Phyllis

Contact Person: Phyllis Turnipseed
513 S. Second
Fairfield, Iowa 52556

Phone: 515-472-2715

Description: Performs original songs for and with children interactively. Has two recorded albums. Examples of her songs "Mud", "Hiccups." Prefers audiences of 50 or less, but will do larger groups; especially good for preschool children.

Fee: $300 plus travel. Block booking preferred for northern Iowa. Libraries are encouraged to contact the Iowa Arts Council for mini grant to cover fee.

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Travel Range: Anywhere

Name of Person or Group:
"Ozzie Izzard, the Wacky Wizard"

Contact Person: James L. Mullica
2729 Witmer
Des Moines, IA 50310

Phone: 515-277-6741

Description: Magic show within the summer theme for one hour for children of all ages.

Fee: Weekday library rate fee is $125 plus mileage

Travel Range: Statewide

Name of Person or Group:
Patchwork Puppets

Contact Person: Carol Taylor
3425 Witmer Parkway
Des Moines, Iowa 50310

Phone: 515-279-1102

Description: Lively, high stepping folktales performed with puppets and audience participation.

Fee: $200 plus mileage. Libraries may contact Iowa Arts Council for grants.

Travel Range: Anywhere

Name of Person or Group:
Patience the Clown

Contact Person: Lori Mayer
203 S. Franklin
St. Ansgar, IA 50472

Phone: 515-736-2416

Description: Comes as a clown and does walk around balloon art and will do face painting. Saturdays.

Fee: Varies

Travel Range: 50 mile radius around Osage.

Name of Person or Group:

Paul Sisler

Contact Person: Paul Sisler
630 36th Street
Des Moines, IA 50312

Phone: 515-255-1813

Description: Juggling program for children

Fee: Varies

Travel Range: Up to 50 miles

Name of Person or Group
Reid Miller Storytelling Minstrel

Contact Person: Reid Miller
P.O. Box 178
Blue Mounds, Wisconsin 53517

Phone: 1-800-437-8679

Description: "Spinners are Winners" is Reid's upbeat 45 minute program of story and song about young people and other critters. Positive self esteem, making healthy choices, taking care of oneself and cooperating with others are explored. Listen to "Abiyoyo," "The Fable of the Frog Family," and "Jack One Step." The program features exuberant audience participation and delightfully good humor and is guaranteed to stimulate circulation.

Fee: $250 includes all expenses unless extensive travel is required.

Travel Range: Anywhere

Name of Person or Group
T. Valada

Contact Person: T. Valada
4032 Kingman Blvd.
Des Moines, IA 50311

Phone: 515-255-5153

Description: Mime - Storyteller with audience participation; Shoemaker and Elves sample program; Likes to perform to audience with variety of ages - preschool through adult; preferably more than 15 in audience up to 150 (or larger).

Fee: $150 for 45 min. in Des Moines area but is

negotiable

Travel Range: Statewide

Name of Person or Group:
Tir na nog

Contact Person: Timothy Britton
808 South 3rd Street
Fairfield, Iowa 52556

Phone: 515-472-4005

Description: Celtic music with different instruments--Scottish and Irish bagpipes, wood flutes, penny whistles, guitar, Irish drum-dances and folklore. Performs in costume. Has done several hundred performances in the state and around the country.

Fee: $500 plus travel, but this varies. Flexible if doing block booking, will do 2-3 programs a day. Contact Iowa Arts Council for grants.
Travel Range: Anywhere

Name of Person or Group:
Pat Walke and Mike Mumm

Contact Person: Pat Walke and Mike Mumm
3627 105th Street
Preston, IA 52069-9617

Phone: 319-689-6691

Description: Sing and play old-time ballads and barn dance music of Iowa, present workshops on how to play clawhammer banjo, jaw harp, autoharp and mountain dulcimer. Work with Iowa Arts Council.

Fee: $75 an hour or $300 per day.

Korn Patch Klown Membership

This list is the membership of Alley 189 of Clowns of America International. The following people may be contacted for clown presentations at the library. Some are more experienced than others, but all appear in make up and do "walk around" as a clown. Several of these people have separate listings in the main resource list.

Ballagh, Mary "PAMMIE"
Ballagh, Jack "POPPIE"
103 3rd St. SW
P.O. Box 490
Mitchellville, IA 50169
515-967-3261

Bishop, Rosemary "ROSE BUD"
265-0945 (W) 247-7302

Aromond Miller "POSIE"
2937 Walker
Des Moines, IA 50317

Bock, Una "OOPS"
3901 Marianna Trail
Des Moines, IA 50310
255-0118

Cannon, Madalene "BOOMER"
7119 Sunset Terrace
Windsor Heights, IA 50311
277-6862

Carey, Sharon Ann "SHALELEE"
P.O. Box 215
Churdan, IA 50050
389-3150 (W) 389-3222

Deal, Lynn "LOLLIPOP"
310 NE Oak
Ankeny, IA 50021
964-2039

Dearden, Mark J. "MUD"
620 Lewis
Norwalk, IA 50211
981-0102

Dickson, Jackie "HAPPIER"
1029 Johnson Ave.
Des Moines, IA 50315
287-6798 (W) 244-5078

Fullhart, Sarah B "DOTS"
1924 Rose Ct.
Grapevine, TX 817-421-0903

Funke, Barbara
"TULIP & FRIENDS"
2425 Cooper Ave.
State Center, IA 50247
483-2638

Meeks, Virginia
"AUNT IFFIE"
625 Grand
Story City, IA 50248
733-2545

Miller, Kathy
"DR. GIGGLES"
802 SE 80th, Lot 164
Des Moines, IA 50320
287-7187

Mumma, C.R. Dick
"HOBY DICK"
4134 Boyd
Des Moines, IA 50317
515-262-1567

Gassaway, Carole "COLA"
1117 Oak Park St.
Des Moines, IA 50313
515-244-6552

Gates, Laura "DUCKIE"
2505 Sampson Ave.
Des Moines, IA 50316
515-262-9346

Johnson, A. Lorene
"BRIGHT STAR"
327 Park Ave.
Story City, IA 50248
515-733-2645

Johnson, Charles C. "CHOLLY"
6750 School #856
Windsor Heights, IA 50311
515-255-0681

King, Jerry
"HAPPY HOBO"
2225 Easton Blvd
Des Moines, IA 50317
515-265-7590

Kluever, Lucille
"SPARKLE"
822 SE Trilein Dr.
Ankeny, IA 50021
515-964-1805

Lehman, Marion
"MARI-GOLD"
Lehman, Travis
"TIP-TOP"
3296 K Avenue
Adel, IA 50003
515-999-3236

Online, Pauline "OLLIE"
3105 6th Ave.
Des Moines, IA 50313
515-288-7750

Olson, Grace "RUFFLES"
Olson, Arving "CHAUF"
4117 73rd Place
Urbandale, IA 50322
515-253-0477

Paul, Marilyn "POPPY"
6228 Franklin Ave
Des Moines, IA 50322
515-279-1267

Rinkle, Charles T. Jr.
"DR. BUGG"
302 W. Park
Ottumwa, IA 52501
515-684-7038

Sheppard, Muriel "BUTTONS"
825 14th St.
West Des Moines, IA 50265
515-223-4444

Sickert, Darlene "BLOSSOM"
1426 73rd St.
Windsor Heights, IA 50311
515-255-3630 or (W) 515-288-4056

Letz, Jodie "CINNAMON"
1307 Harrison Ave.
Des Moines, IA 50314
515-282-9488

Lighthall, Linda "FLOWERS"
510 Village Ct.
Altoona, IA 50009
515-967-7368

McCabe, Judy
"AUNT MAY BE"
McCabe, Don
"UNCLE MAC"
4270 NE Sheridan Ave.
Des Moines, IA 50317
515-266-1323

Smith, Betty "BUBBLES"
Smith, Edward M. "DEE DEE"
1706 York St.
Des Moines, IA 50316
515-266-0525

Soethout, Norma "GIGGLES"
3413 Brookview Dr.
West Des Moines, IA 50265
515-225-8114 (W) 515-245-4993

Sondgeroth, Jeanne "SHAMROCK"
RR #2, Box 15
Bayard, IA 50029
712-651-2155 (W) 712-684-5552

Tiedeman, Phil "OOGA"
2615 61st St.
Des Moines, IA 50322
515-279-7703

Vicker, Lori "BUBBLES"
1124 39th St.
West Des Moines, IA 50266
515-223-0920

Ward, David H.
"CHEERFUL CHUCKLES"
4115 E. Seneca Ave.
Des Moines, IA 50317
515-265-6990

West, Nellie
"POSI L.O.V.L.L."
Weatherly, Alan
"MR. BUCKS"
Weatherly, Chris
"LITTLE OOPS"
8235 NE 27th Ave.
Altoona, IA 50009
515-9673460

Workman, Sally "TWINKLE"
Workman, Lewis "SPARKLE"
RR # 5 6251 SE 32nd Ave.
Des Moines, IA 50317
515-262-6598

Other Resources

Promotional Materials, Story Props, Prizes, Miscellaneous

Acorn
Bur Oak Press
8717 Mockingbird Rd. S.
Platteville, WI 53818
Phone: 608-348-8662

Childcraft
20 Kilmer Rd.
P.O. Box 3081
Edison, NJ 08818-3081

Demco
P.O. Box 7488
Madison, WI 53703-7488
Customer Service Phone:
1-800-962-4463
Fax: 1-800-245-1329

Des Moines Theatrical Shop
145 5th Street
West Des Moines, IA 50265

J.S. Latta
c/o Top Drawer Retail Sales
2218 Main St.
Cedar Falls, IA 50613
Phone: 1-800-553-1761

Judy Instructo
4424 W. 78th St.
Bloomington, MN 55435
Phone: 1-800-526-9907

Kids and Things
P.O. Box 7488
Madison, WI 53703-7488
Customer Service Phone:
1-800-962-4463
Fax: 1-800-245-1329
Order Number: 1-800-356-1200

Kidstamps
2495 Lee Blvd.
P.O. Box 18699
Cleveland, OH 44118
Phone: 1-800-727-5437

Lakeshore Learning Materials
2695 E. Dominguez St.
P.O. Box 6261
Carson, CA 90749
Phone: 1-800-421-5354

Music for Little People
Box 1460
Redway, CA 95560
Phone: 1-800-727-2233

The Nature Company Catalog
750 Hearst Avenue
Berkley, CA 94710
Phone: 1-800-227-1114

Oriental Trading Co., Inc.
P.O. Box 3407
Omaha, NE 68103-0407
Phone: 1-800-228-0475

The Puppet Source
Langtry Publications
7838 Burnet Avenue
Van Nuys, CA 91405-1051

Rivershore Reading Store
P.O. Box 3916
2005 32nd Street
Rock Island, IL 61201
Phone: 309-788-7717

Smile Makers
P.O. Box 2543
Spartanburg, SC 29304-9825
Phone: 1-800-825-8085

Toys to Grow On
2695 E. Dominguez St.
P.O. Box 17
Long Beach, CA 90801

U.S. Toy Co., Inc.
1227 E. 119th Street
Grandview, MO 64030
Phone: 1-800-255-6124

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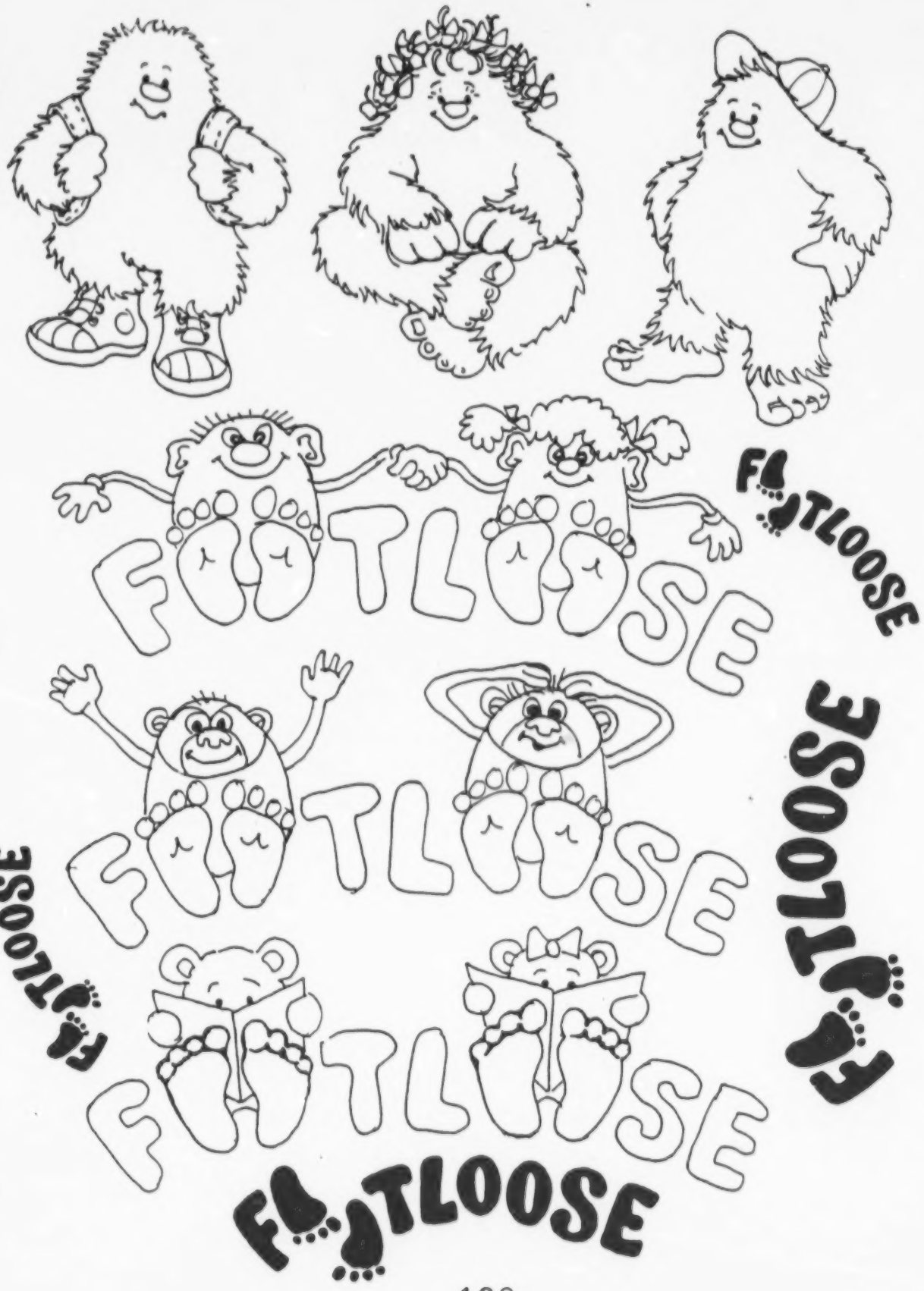
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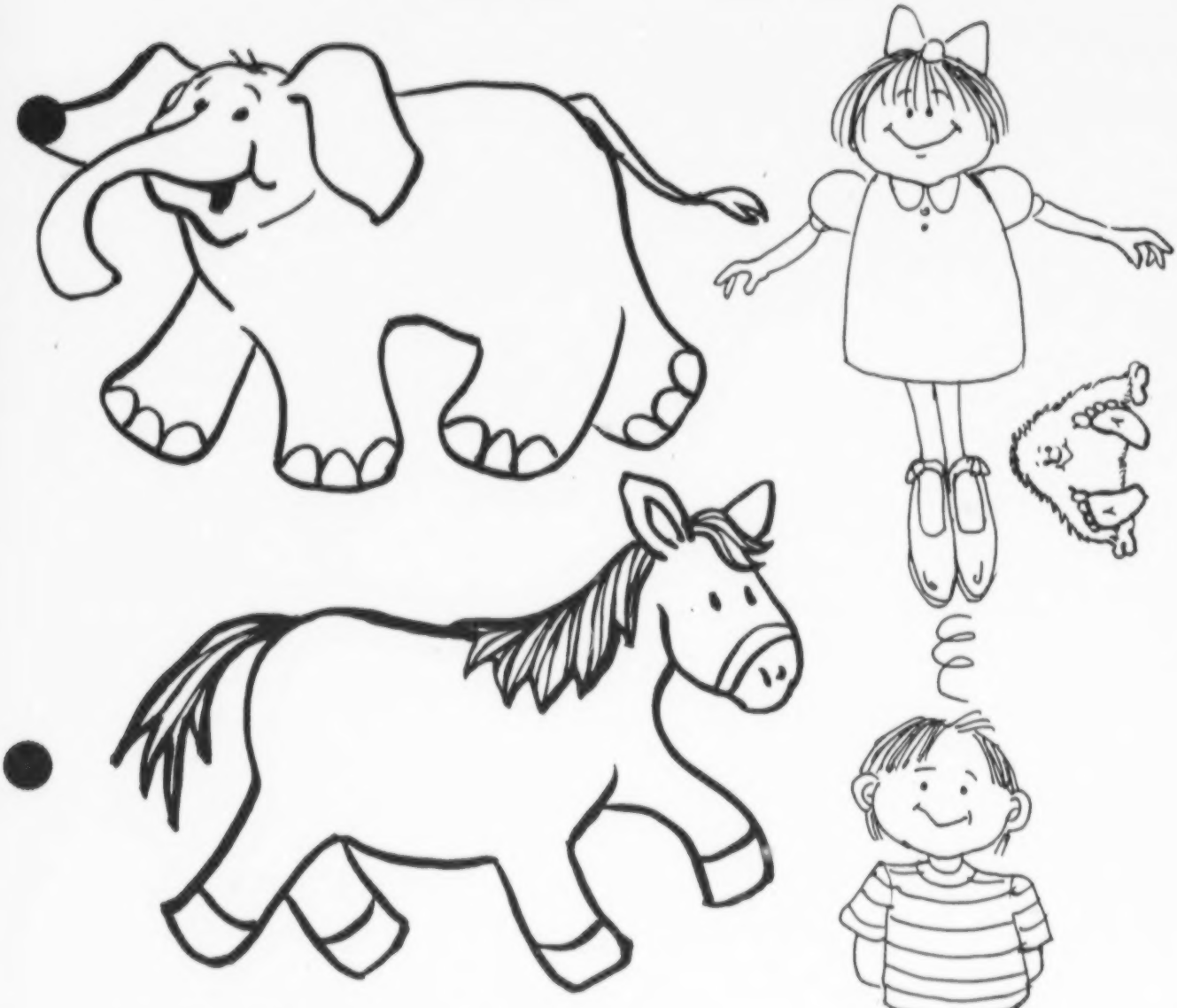

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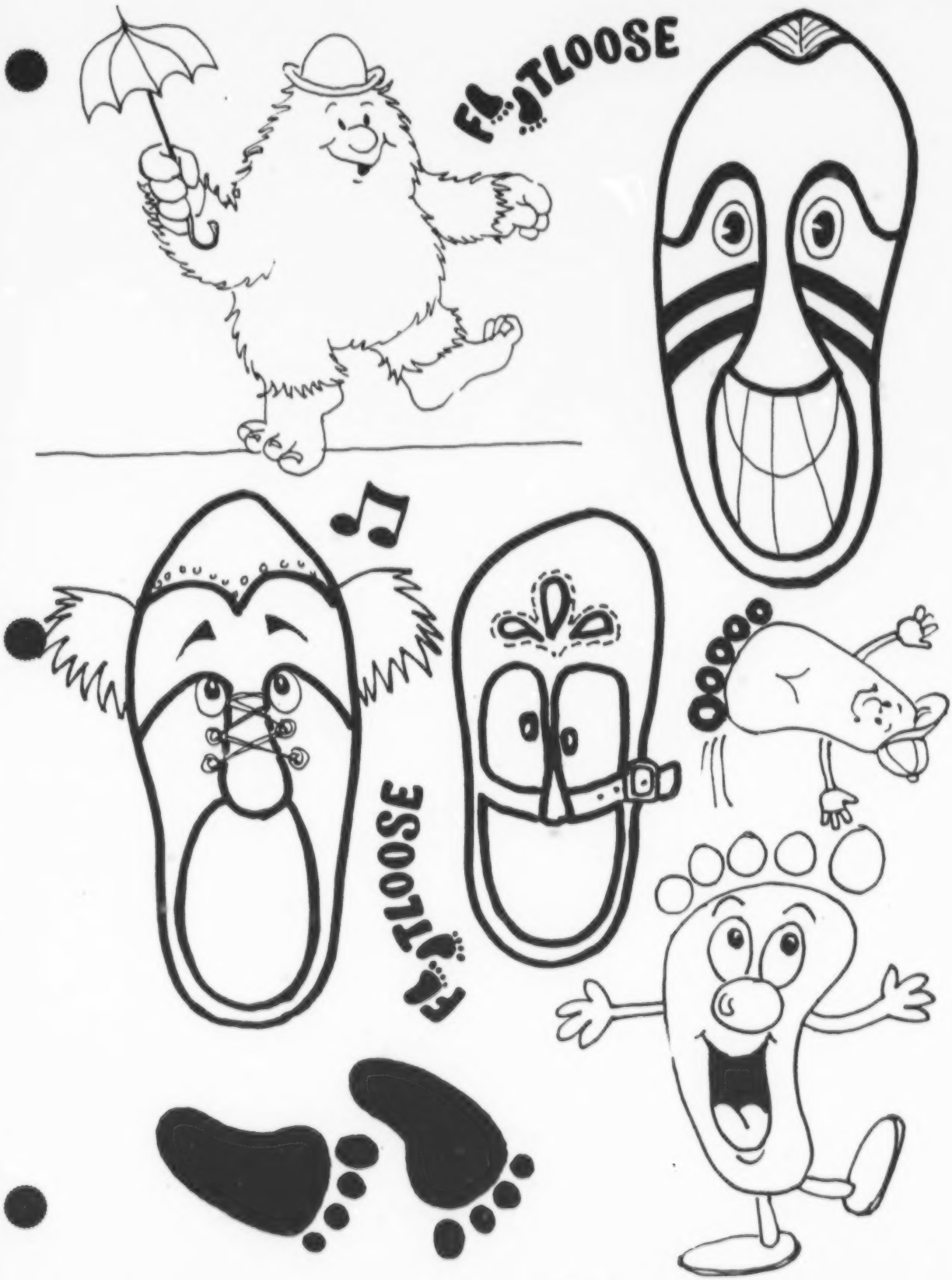
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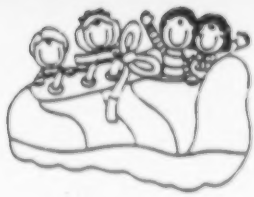

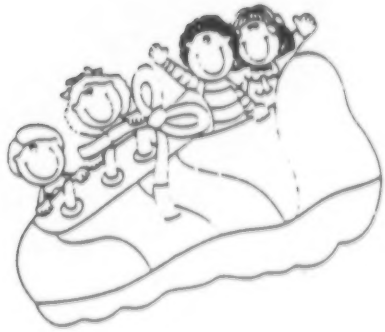

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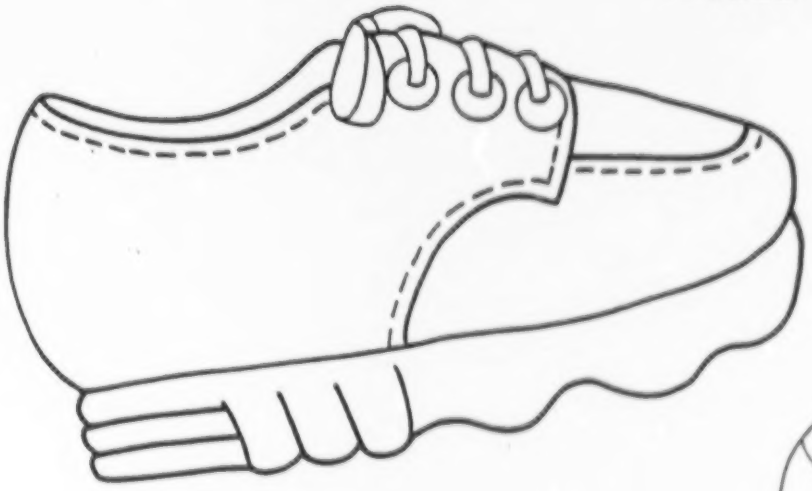

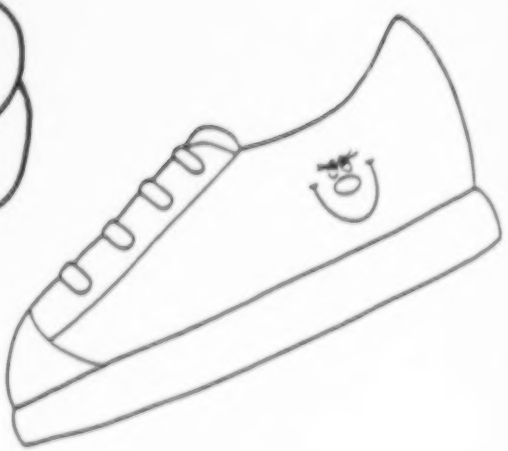

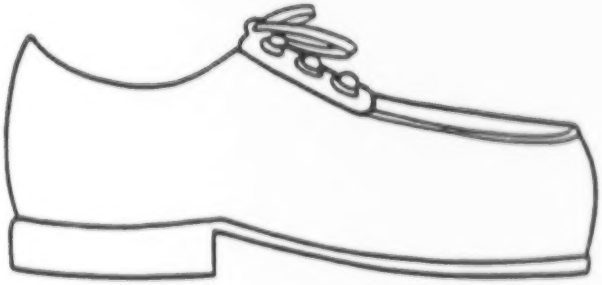

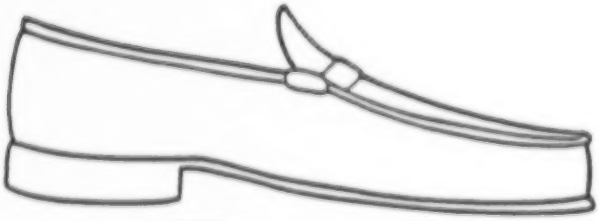

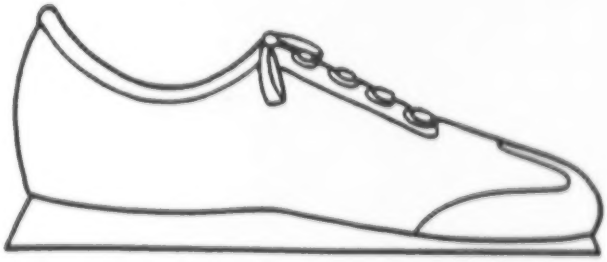

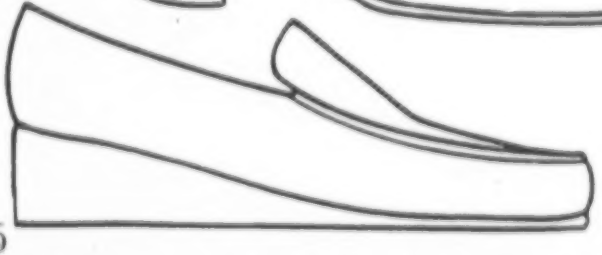

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